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BULLETIN 1982/83

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OISE Bulletin
1982/83

Graduate Degrees in Education
University of Toronto/The Ontario
Institute for Studies in Education

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make necessary changes.

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be provided at that time.

The OISE Bulletin is published annually by the Office of Graduate Studies under the direction of Patricia A. Buitenhuis and Kathy Ingham. The Bulletin is produced on the DECSYSTEM-10 text processing system developed by Stan Voyce, with programming assistance by Janet Read and Peter Laengert. Information for the 1982/83 Bulletin was entered on the computer by Christine Fung of the Office of Graduate Studies and edited and formatted by Barbara Kerr and Catherine Cragg. Technical supervision by the Computing Services Group. Photocomposition by Mono Lino Typesetting Company Limited. Printed by the Hunter Rose Company Limited.

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Academic Calendar

1982

February 1	Final date for submitting Application for Admission forms and applications for Graduate Assistantships, together with all pertinent documentation, for new and continuing full-time study in the 1982/83 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses, or eventual receipt of a Graduate Assistantship, can be made
February 1	Final date for submitting Application for Admission forms, together with all pertinent documentation, for new part-time applicants for the 1982/83 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students will be mailed on this date
March 22–26	Midwinter break in the Ontario school system (OISE classes cancelled)
April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date
April 8	Last day of lectures, Regular Session
April 9	Good Friday (offices closed)
April 12	Easter Monday (offices closed)
April 13, 14	Examinations, Regular Session
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1981/82 second term and full year courses (SDF final deadline September 30, 1982, but this designation is only reported in exceptional circumstances)

May 24	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
July 1	Dominion Day
July 5	Summer Session Registration
July 6	First day of lectures, Summer Session
July 15	Deadline for course changes in Summer Session
August 2	Civic Holiday (offices closed, classes cancelled)
August 13	Last day of lectures, Summer Session
August 16, 17	Examinations, Summer Session
September 6	Labour Day (offices closed)
September 8	Regular Session Registration (full-time students only)
September 13	Lectures begin
September 13–16	Regular Session Registration (part-time students) 3:30 p.m.–6:00 p.m.
September 30	Grade submission date for 1982 Summer Session courses (SDF final deadline January 21, 1983, but this designation is only reported in exceptional circumstances)
September 30	Final deadline for SDF designation for 1981/82 second term and full year courses to be changed to a regular grade or a failure
October 2*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
October 6*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 11	Thanksgiving Day (offices closed, classes cancelled)
October 15	Final date for changing first term and full year courses
October 15	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
October 16†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
November 12	Final date for withdrawing from first term courses without academic penalty
December 10	Last day of lectures of first term courses
December 13, 14	Examinations in courses completed in the first term of the Regular Session

1983

January 3	Courses for the second term of the Regular Session begin
January 15	Final instalment of

	M.A. and Ph.D. fees (without further notice)
January 21	Grade submission date for 1982/83 first term courses (SDF final deadline May 20, 1983, but this designation is only reported in exceptional circumstances)
January 21	Final deadline for SDF designation for 1982 Summer Session courses to be changed to a regular grade or a failure
January 22*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 22*	Final date for submitting recommendations for M.A. degrees to be awarded at the February meeting of the Governing Council
January 22	Final date for registration for students beginning programs in second term
January 28	Final date for changing second term courses
February 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting Application for Admission forms and applications for Graduate Assistantships, together with all pertinent documentation, for new and continuing full-time study in the 1983/84 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses, or eventual receipt of a Graduate Assistantship, can be made
February 1	Final date for submitting Application for Admission forms, together with all pertinent documentation, for new part-time applicants for the 1983/84 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students will be mailed on this date
March 21–25	Midwinter break in the Ontario school system (OISE classes cancelled)
April 1	Good Friday (offices closed, classes cancelled)

April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date. (Since the offices are closed on this day, the effective final date would be April 5.)
April 4	Easter Monday (offices closed, classes cancelled)
April 8	Last day of lectures, Regular Session
April 11, 12	Examinations, Regular Session
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1982/83 second term and full year courses (SDF final deadline September 30, 1983, but this designation is only reported in exceptional circumstances)
May 20	Final deadline for SDF designation for 1982/83 first term courses to be changed to a regular grade or a failure
May 23	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

*The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

†Arrangements must be made through the Office of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1982)

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Vice-Chairperson:
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Vice-President, Institutional Relations

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Vice-President, Trent University
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Professor Emeritus, York University

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Regional Superintendent of Education
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Education Officer, Teacher Education Branch
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Regional Director of Education, Central Ontario Region

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Head, Department of English, South Lincoln High School, Smithville
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Directeur, Ecole Secondaire Champlain, Ottawa
BARRY HAYWARD, *B.A., M.Ed.*
Principal, Our Lady of Lourdes Separate School, Toronto
FLORENCE HENDERSON, *B.A., M.Ed., Ph.D.*
Executive Secretary, Federation of Women Teachers' Associations of Ontario
WILLIAM A. JONES, *B.A., M.Ed.*
Secretary-Treasurer, Ontario Teachers' Federation

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Peterborough-Victoria-Northumberland and Newcastle Roman Catholic Separate School Board
DENIS BELANGER,
Ottawa Separate School Board
HAROLD E. CROWDER,
Sault Ste. Marie Board of Education
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Wellington County Board of Education

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Director of Education, Waterloo County Separate School Board

GORDON I. JONES, *B.A., M.Ed.*
Chief Superintendent of Central Services, Carleton Board of Education

ROBERT J. LYNCH, *B.A., M.Ed.*
Director of Education, Nipissing Board of Education

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Chairman, Languages of Instruction Commission of Ontario

EUGENE E. JACOBS, *B.Comm.*
President, Jacobs & Thompson Ltd.

DAVID B. MEYNELL, *B.A., LL.B., Q.C.*
Director, William M. Mercer Ltd.

JAMES G. PARR, *Ph.D., F.R.S.C.*
Chairman and Chief Executive Officer, TV Ontario

Administrative and instructional staff of the Institute:

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Assistant Director (Academic)

MARK HOLMES, *B.Ed., M.A., Ph.D.*
Assistant Director (Planning and Resources)

DORIS W. RYAN, *B.Sc., M.Ed., Ph.D.*
Assistant Director (Field Services and Research)

IAN WINCHESTER, *B.Sc., B.Phil., D.Phil.*
Associate Professor, Higher Education Group

Director:

BERNARD J. SHAPIRO, *B.A., M.A.T., Ed.D.*

Institute Awards of Distinction

PROFESSORS EMERITI

The status of Professor Emeritus is awarded to distinguished OISE professors in order to recognize, upon retirement, colleagues who have made meritorious contributions to OISE through their particular areas of study. Two retirees thus far have been so honored:

E. Brock Rideout

Hans H. Stern

FELLOWS OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The award "Fellow of the Ontario Institute for Studies in Education" is granted each year to Ontario educators of recognized high merit, in appreciation of their major contributions to education.

1973
John Darling
Florence Henderson
James W. Singleton

1974
Nora R. Hodgins
William J. McCordic
Edison J. Quick
Donald M. Graham (posthumous)

1975
Lloyd Dennis
T. Ranald Ide
Harry Pullen

1976
John W. Boich
J. Kelvin Crossley
Walter G. Pitman

1977
David A. Clee
Robert W. B. Jackson
Norman A. Sisco

1978
Alexander Kuska
John M. Porter
Wilfred R. Wees

1979
Laurier Carrière
C. Jane Dobell
Robert Steele

1980
Madeline Hardy
Northrop Frye
George Waldrum

1981
Duncan Green
Howard Kerr
Gordon Penrose

Administrative Officers

THE UNIVERSITY OF TORONTO

JAMES M. HAM, *Sc.D., F.I.E.E.E.*
President
ROBERT H. BLACKBURN, *M.S., LL.D.*
Chief Librarian

SCHOOL OF GRADUATE STUDIES

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Graduate Dean
LORNA R. MARSDEN, *Ph.D.*
Associate Dean, Division II (including Education)
PETER J. WHITE, *Ph.D.*
Secretary
ROY H. FISCHER, *B.Sc.*
Registrar

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

BERNARD J. SHAPIRO *Ed.D.*
Director
MICHAEL FULLAN, *Ph.D.*
Assistant Director (Academic) and Chairperson, University of Toronto Graduate Department of Education
MARK HOLMES, *Ph.D*
Assistant Director (Planning and Resources)
DORIS W. RYAN, *Ph.D.*
Assistant Director (Field Services and Research)

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Executive Head, Graduate Studies
PATRICIA A. BUITENHUIS
Registrar
JOANNE K. CURTIS, *B.A.*
Administrative Officer of Assistant Director (Academic)
MARNI L. DE PENCIER, *Ph.D.*
Executive Assistant to Executive Head, Graduate Studies

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GAYE E. FULLER, *B.A.*
KATHY INGHAM
BEVERLEY MAYNARD
JOYCE W. WOOD

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Adult Education
JOHN C. WEISER, *Ed.D.*
Applied Psychology
KENNETH A. LEITHWOOD, *Ph.D.*
Curriculum
EDWARD S. HICKCOX, *Ed.D.*
Educational Administration
E. CHRISTOPHER OLSEN, *Ph.D.*
History and Philosophy of Education
ROSS E. TRAUB, *Ph.D.*
Measurement, Evaluation, and Computer Applications
EDWARD B. HARVEY, *Ph.D.*
(Acting) Sociology in Education
PETER H. LINDSAY, *Ph.D.*
Special Education

Higher Education Group Chairperson (Acting)

MICHAEL L. SKOLNIK, *B.Phil.*

Division Heads

JOHN R. MAIN, *B.Ed.*
Head, Publication Division
PETER WHITELEY, *C.I.P.F.A.*
Chief Financial Officer
SHIRLEY K. WIGMORE, *M.L.S.*
Chief Librarian

Field Centre Heads

H. HOWARD RUSSELL, *Ed.D.*
OISE Central Ontario Centre
PETER J. EVANS, *M.A.*
OISE Midnorthern Centre
JOHN DAVIS, *Ph.D.*
OISE Midwestern Centre
HENRY G. HEDGES, *Ed.D.*
OISE Niagara Centre
B. CHRISTINE NASH, *Ph.D.*
OISE Northeastern Centre
JACK MILLER, *Ph.D.*
OISE Northwestern Centre
HERVE BOUDREAULT, *M.A.*
(Acting) Ottawa Valley Centre
JOHN A. ROSS, *Ph.D.*
OISE Trent Valley Centre
ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre

The Ontario Institute for Studies in Education

Established in 1965 by a special act of the Ontario legislature, the Ontario Institute for Studies in Education (OISE) is both a graduate school of education (in affiliation with the University of Toronto) and a research and field development institute in the field of education. That is, in addition to graduate instruction, basic and applied research, and development of curricular materials, the Institute is responsible for the dissemination of the results of educational studies throughout Ontario. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic inquiry than would be possible if OISE were either a graduate school or a research and field development institute alone. For graduate studies, OISE constitutes substantially the Graduate Department of Education in the University of Toronto's School of Graduate Studies. The Joint Council on Education is the cooperative Institute/University deliberative body which advises the governing boards of both institutions as to the development of programs and policies in graduate education.

The Institute is situated in the centre of Toronto adjacent to the University of Toronto campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the University of Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. One of the most effective ways to achieve this goal is through the students and graduates of OISE. The Institute's full-time enrolment numbers about 600, of whom more than half are candidates for doctoral degrees. In addition, more than 2000 students pursue degrees on a part-time basis.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at the Ontario Institute for Studies in Education are registered as University of Toronto students in the Graduate Department of Education of the School of Graduate Studies of the University of Toronto. The Assistant Director (Academic) at the Institute is normally the Chairperson of the Graduate Department of Education, University of Toronto. It is through the Office of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. APPLICANTS

1. For information and OISE Application for Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

Admissions
Office of Graduate Studies
OISE
252 Bloor St. W.
Toronto, Ontario M5S 1V6

2. Requests for evaluation of admissibility should be accompanied by the following:

(a) three official transcripts (not returnable), bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) where applicable, three copies of documents (not returnable) attesting to professional education, teacher certification, and experience;

(c) a score on the Miller Analogies Test if required by the Institute department to which application is being made (where applicable, the requirement is stated in the departmental section);

(d) a score on the Aptitude Test of the Graduate Record Examinations if required by the Institute department to which application is being made (where applicable, the requirement is stated in the deparmental section);

(e) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled Letter to Support Application for Admission and/or Graduate Assistantships, obtainable from the Office of Graduate Studies referred to under (1) above;

(f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(g) a résumé (not returnable), in duplicate, indicating, in specific terms, study interests, previous career, and future goals. *Note:* It is very important to describe, in detail, with supporting materials *and* references, contributions to the field of education *and* the impact of these contributions.

Note: Students from outside Canada whose mother tongue is not English must take an English language test. (See page 17.)

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 25). Since the first step in considering applications for an OISE Graduate Assistantship is an assessment

of admissibility, it is not necessary to request such an assessment again if it has already been submitted.

4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, and the OISE department wishes to recommend acceptance, it will write the candidate to this effect in April, but it should be understood that this is a recommendation only. Enclosed with the Institute's letter will be a set of School of Graduate Studies Application for Admission forms. These School of Graduate Studies forms, together with an application fee of $20 (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order, should be returned *not* to the Institute, but to:

The Secretary
School of Graduate Studies
University of Toronto
63 St. George St.
Toronto, Ontario M5S 1A1

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.

6. The Institute then returns to the School of Graduate Studies the recommendation regarding admissibility.

7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which admission has been granted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all degree programs, and for continuing full-time study, must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1982/83 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made. Many students accepted to a program may wish, or be expected, to commence in the 1982 Summer Session. At the time of tentative acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information. Please note that the later the application, the more difficult it will become to get into courses of your choice.

An M.A. candidate in the Graduate Department of Education wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If students are unable to attend the session for which they have been accepted, but wish to postpone their acceptance to a later session, they must reapply and compete again with all other applicants for the later session, and pay the application fee again unless they have previously been registered in a degree program in the School of Graduate Studies.

M.ED. AND ED.D. APPLICANTS

Applicants must follow the procedures detailed in the previous sections under (1) and (2), and also (3) if full-time study is contemplated, of the subheading "M.A. and Ph.D. Applicants." The deadline is February 1, except in exceptional circumstances, for registration in the 1982/83 Regular Session, which starts in September. Many students accepted to a program may wish, or be expected, to commence in the 1982 Summer Session. While applications will be received beyond February 1, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made. At the time of acceptance applicants who have indicated on their Assessment of

Admissibility form that they wish to commence in the summer will receive Summer Session information. It must be realized that the later the application, the more difficult it will become to gain admission to the degree program and to the preferred courses.

Ed.D. applicants should note that the process of application assessment and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

All applications must be accompanied by a $20 application fee (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order.

The general requirements for admission and exceptions are to be found in the section entitled "General Requirements for Degrees."

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS UNDERTAKING DEGREE REQUIREMENTS ON A FULL-TIME BASIS

Application forms will be available from the Office of Graduate Studies and should be returned by *February 1*.

CONTINUING M.A., M.ED., AND ED.D. STUDENTS UNDERTAKING COURSE REQUIREMENTS ON A PART-TIME BASIS

The forms for the 1982 Summer Session and the 1982/83 Regular Session for part-time continuing students will be available *March 1* and must be returned before *April 1*.

This applies to courses in the first and second terms of the Regular Session. While applications for courses will be received beyond this date, no guarantee of acceptance into either the first or second choice of courses can be given for either term. *Please note* that the later the application, the more difficult it will become to get into courses of your choice. Should you not get into any of your choices we suggest that you go to the first class and speak to the instructor of the course.

REGISTRATION

Summer Session registration takes place on July 5. Students whose surnames begin with A through L should come between the hours of 9:30 a.m. and 12:00 noon; those whose surnames begin with M through Z should come between 1:30 p.m. and 4:00 p.m.

Regular Session registration for full-time students takes place on September 8 from 10:00 a.m. to 1:00 p.m. Part-time students register during the first week of classes, Monday (September 13) through Thursday. The Office of Graduate Studies will be open from 3:30 p.m. until 6:00 p.m. for this purpose.

Please note: These specific times are set up for the convenience of both students and the Office staff. Part-time students who do not register at these times will find it exceedingly difficult to register at any other time, inasmuch as only during these four days will the Office be open after 5:00 p.m.

STUDY IN SUMMER SESSION

While *April 1* is the last date for continuing students to submit applications for enrolment in the Summer Session, students would be well advised to enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 1* has been established as a period of advance enrolment for the Summer Session.

February 1 is the deadline for new

applicants who plan to begin their program in either summer or fall. While applications will be received after this date, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made.

At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

Students will be required to complete and submit course work to their instructors; the deadline for submission of grades to the OISE Office of Graduate Studies for Summer Session courses is September 30. ("Deadlines," page 20.) Final grades will be mailed to students toward the end of October. Grades cannot be released until this time.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours, providing a statement is submitted by the employer regarding the hours of employment.

PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1982/83 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Those not fully employed may be able to take more than one half-course in each term, providing a statement is submitted by the employer regarding the hours of employment. For instance, a student working up to twenty hours a week could undertake three half-courses in the Regular Session.

April 1 is the deadline for receiving applications for enrolment in these after-hours courses for continuing part-time students; this date applies to courses for both the first and second terms of the 1982/83 Regular Session. *Please note* that the later the application, the more difficult it will become to get into courses of your choice.

FIELD SERVICES

OFF-CAMPUS COURSES

OISE offers off-campus sections of certain courses leading to the University of Toronto M.Ed. degree. Courses have been offered in Barrie, Belleville, Brantford, Hamilton, Kirkland Lake, Kitchener–Waterloo, New Liskeard, North Bay, Orillia, Parry Sound–Muskoka, Peterborough, Sault Ste. Marie, Simcoe, St. Catharines, Sudbury, Timmins, and Welland.

Course Requirements
Course requirements are the same for both off- and on-campus students. Please consult the departmental section of this Bulletin.

On-Campus Requirements
All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto.

Admission Procedures
New part-time M.Ed. degree applicants and part-time Special Students should contact their local Field Centre for application forms. Admission procedures are the same for all students and are outlined on pages 12 and 13. Applications for new students should be submitted by February 1.

Continuing part-time off-campus M.Ed. degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

Registration
Part-time off-campus students *who have already been admitted* to the M.Ed. degree program may register at their first class. However, there is a risk that a course may be cancelled if there is no evidence of adequate enrolment. Course planning is enhanced if off-campus students register by mail by the appropriate dates indicated in registration materials.
Note: Off-campus students taking courses in Toronto must register in the Graduate Studies Office on the night of their first class in the Regular Session and on Registration day in the Summer Session.

Off-Campus Library Resources
The OISE Library makes available through the local field centres all essential reading materials for off-campus students to meet the requirements of their courses.

FIELD DEVELOPMENT

The purpose of OISE's field development activities is to provide direct assistance to education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers nine regional field centres.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies (by helping with the development of off-campus courses) and to research and development (through local research projects). Joint projects are increasingly common, with the Office of Field Services and Research helping the Office of Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than three or four people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: developing moral education programs, including one for French-speaking students; promoting the use of paraprofessionals and parent volunteers in schools; producing intermediate assessment items in geography, history, and English; developing and implementing curriculum guidelines; producing, evaluating, and distributing inquiry-training and problem-solving materials; and developing intermediate-level tests of objectives as laid down in provincial guidelines.

FIELD CENTRE LOCATIONS

The following is a list of the nine field centres throughout Ontario. The departments listed after each centre are currently offering off-campus courses in that region. For more information on

OISE courses, both off- and on-campus, contact the centre in your area.

Central Ontario Centre
OISE
252 Bloor Street West
11th Floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 223
Adult Education, Applied Psychology, Educational Administration, Sociology in Education

Midnorthern Centre
William MacMillan Public School
1050 Lonsdale Avenue
Sudbury, Ontario P3B 3X4
Telephone: 705-560-0313
Curriculum, Educational Administration (also offered in Sault Ste. Marie), Sociology in Education

Midwestern Centre
Victoria School
25 Joseph Street
Kitchener, Ontario N2G 1J2
Telephone: 519-579-0780
Curriculum, Educational Administration, Sociology in Education

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
Applied Psychology, Curriculum

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611
Adult Education, Applied Psychology, Curriculum

Northwestern Centre
Lakeview High School
285 Gibson Avenue
Thunder Bay, Ontario P7A 2J6
Telephone: 807-344-5764
(No course offerings at this time)

Ottawa Valley Centre
60 Tiverton Drive
Ottawa, Ontario K2E 6L8
Telephone: 613-224-0561
(No course offerings at this time)

Trent Valley Centre
Box 719
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
Applied Psychology, Curriculum, Educational Administration

Western Ontario Centre
St. Martin School
140 Duchess Avenue
London, Ontario N6C 1N9
Telephone: 519-433-2631
(No course offerings at this time)

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the discipline-based programs of academic departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program (usually for the M.A., Ph.D., or Ed.D.). Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development

program is among the largest in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, as well as in journals edited and/or published at the Institute (*Interchange, Curriculum Inquiry, Orbit*).

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* the internal review of project proposals; *(b)* negotiation of contracts and grants, and administration of externally funded projects; *(c)* provision of information services, consultation related to external funding, and assistance with project design; and *(d)* administrative responsibility for four internal research and development centres: the Franco-Ontarian Centre, the Educational Evaluation Centre, the Modern Language Centre, and the Learning Materials Development and Implementation Centre.

Students may participate, where appropriate, in both internally and externally funded projects.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must take an English language test. This test must be passed satisfactorily before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended from either of the following:

English Language Institute
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

TOEFL, Educational Testing Service
Princeton, New Jersey 08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of the applicant's university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit Miller Analogies Test scores when applying for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made. For information on test dates and procedures please contact Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telephone: 978-3398).

Applicants not living in the Toronto area should contact the testing centre of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, U.S.A., for the address of the nearest testing centre.

THE GRADUATE RECORD EXAMINATIONS

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Graduate Record Examination test centres and dates are given in the *GRE 1981–82 Information Bulletin,* which may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955-R, Princeton, New Jersey 08540, U.S.A. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special centre.

Please note that students located in the Toronto area can contact the School of Continuing Studies, University of Toronto, 158 St. George St., Toronto, Ontario M5S 2V8 (telephone: 978-7489) for information on the Toronto test dates and procedures.

EXAMINATIONS AND GRADES

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A+, A, A–, B+, B, B–, or FZ.

The School of Graduate Studies defines the following non-grade course reports which may appear on transcripts:

INC: Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR: In progress: a report assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA: No grade available (to replace NR: Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor.

It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee* upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and no later than, except in the most extenuating circumstances, the SGS grade submission deadline following the original one for that course. Any SDF still outstanding after that deadline (or a new one established by the departmental review committee) will be changed to a failing grade. It carries no credit for the course and is not considered for averaging purposes.

WDR: Withdrawal without academic penalty. WDR is assigned by the departmental review committee upon approval of a student's request for late withdrawal from a course. WDR carries no credit for the course and is not considered for averaging purposes.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Grading Procedures

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made avaliable to students at their request.

(d) Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

(e) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and the OISE department chairperson, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Graduate Studies Office (see page 34 of this Bulletin). The dispute, if not resolved, can be further taken to the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto;

if it is still not resolved, the student may make a formal appeal to the Applications and Memorials Committee of the School.

Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first term courses and courses running all year and January 28 for second term courses. November 12 is the last day to withdraw without academic penalty for first term courses and February 25 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. If a course is dropped after these dates it will remain on the transcript as a permanent Incomplete. There can be no changes – additions, deletions, substitutions – after the above dates. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

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*At OISE, this is the Degrees and Appeals Subcommittee. A report concerning the extraordinary circumstances must be attached to the instructor's marks list.

The following grade submission dates are mandatory. The second date is the final one for SDFs to be changed to a grade or an FZ, but this can only happen in extraordinary circumstances which have been thoroughly documented. (See previous section.)

First Term: First term grades for full and half-courses are due by January 21. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Second Term: Second term grades for full and half-courses and grades for full or half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.

Summer Session: Summer Session course grades are due by September 30. January 21 is the final date for SDF designations to be replaced by a grade or an FZ.

Only in very rare circumstances would an extension beyond the deadline dates be considered. An appeal for such an extension should be made to the student's home department first, which in turn must support the request when it comes to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies; it would then be forwarded to the School of Graduate Studies for approval.

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses, of grades assigned by instructors, and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students toward the end of May. Summer Session grades will be mailed toward the end of October.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $1.50 is charged and 50 cents for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears. Regular Session grades are not issued until mid-February for first term courses and toward the end of May for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October. Transcripts indicating that degree requirements have been met cannot be issued until the recommendation by the Graduate Department of Education for conferral of the degree has been approved by the School of Graduate Studies of the University of Toronto. This means that all grades have been reported in accordance with the above dates and all balance fees, library fines, etc. have been paid.

FEES

Fees, which are detailed on pages 22 and 23, are subject to change by the Governing Council of the University of Toronto. Payment must be by certified cheque or money order, in Canadian funds, made out to the University of Toronto. Fees, accompanied by a fees invoice, should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1.

All new Application for Admission forms must be accompanied by an application fee of $20 in Canadian funds, payable to the University of Toronto. This must be either a certified cheque or a money order, and is not refundable.

Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FOREIGN STUDENT FEES

At the time of going to print with this Bulletin, tuition fees for students who are not Canadian citizens or landed immigrants, except those listed below, are $2224 per annum plus incidental fees for full-time students. Following completion of residence requirements, students must pay a post-program fee of $667 plus incidental fees each year until the completion of their program.

The exceptions are as follows:

1. Full-time students who are in Canada on the basis of a diplomatic visa or temporary work visa of a parent or guardian (this exemption does not apply to a spouse of someone holding such a visa).
2. Students sponsored and financially assisted by the Canadian International Development Agency (including the Commonwealth Fellowships and Scholarships program), or by the International Development Research Centre, or by any program of financial assistance to students under an aid program of the United Nations or its agencies provided such a program is recognized and directly or indirectly assisted by the Government of Canada.
3. A person enrolled under a cultural exchange agreement between the Government of Canada and the government of another country.

Please check with the Office of Graduate Studies if there is any doubt as to whether your circumstances qualify you for an exemption from the Visa Student fees. Where the exemptions apply, the tuition fee for a student shall be the same as that for Canadian students and landed immigrants.

All prospective foreign students will be required to have a visa, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a visa for study in Toronto, immigration officials abroad require that applicants provide evidence of financial resources in the amount of $5000 plus tuition fees for an eight-month period.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

A student who has been conditionally accepted into the second year of a three-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by October 1 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for admission to the M.A. degree before January 22 he or she will receive Ph.D. credit for the full session. If the requirements for

SCHOOL OF GRADUATE STUDIES SCHEDULE OF FEES 1982/83

	Annual academic fee	*Incidental fees*	*Total*	*Minimum initial payment**
CANADIAN CITIZENS AND LANDED IMMIGRANTS				
Degree Program Fees				
Full-time students	$939.00	$125.50	$1064.50	$689.00
Full-time students – 1 term	469.50	62.75	532.25	532.25
Part-time students	282.00	23.00	305.00	192.00
Part-time students – 1 term	141.00	23.00	164.00	164.00
Post-Program Fees				
Full- or part-time students	282.00	36.00	318.00	205.00
Full- or part-time students – 1 term	141.00	23.00	164.00	164.00
Special Students				
Full-time	939.00	125.50	1064.50	689.00
Part-time – per course	282.00	23.00 †	305.00	192.00
Part-time – per half-course	141.00	23.00 †	164.00	164.00
Inactive Ph.D. Students	282.00	–	282.00	282.00
VISA STUDENTS				
Degree Program Fees				
Full-time students	2224.00	125.50	2349.50	1460.00
Full-time students – 1 term	1112.00	62.75	1174.75	1174.75
Part-time students	667.00	23.00	690.00	423.00
Part-time students – 1 term	333.50	23.00	356.50	356.50
Post-Program Fees				
Full- or part-time students	667.00	36.00	703.00	436.00
Full- or part-time students – 1 term	333.50	23.00	356.50	356.50
Special Students				
Full-time	2224.00	125.50	2349.50	1460.00
Part-time – per course	667.00	23.00 †	690.00	423.00
Part-time – per half-course	333.50	23.00 †	356.50	356.50
Inactive Ph.D. Students	667.00	–	667.00	667.00

**Minimum payment* (for other than those registering for only one term): The first payment of fees consists of 60% of the academic fee, plus incidental fees. Minimum initial payment due date will be announced in registration material sent to the student. After this date, outstanding balances, regardless of the source of the payment, are subject to a service charge of 1 1/2% compounded monthly (18% per annum) calculated on the 15th of each month until the account is paid in full. The balance may be paid at any time but is due by January 15 without further notice.

†Payable once only in one session.

NOTES TO FEES SCHEDULE (*see facing table*)

Note: All fees are subject to change without notice by the Governing Council of the University of Toronto.

Fees will be assessed according to whether students are registered on a full- or part-time basis. The fee for students registered for one term only (either first or second) to undertake coursework in a degree program is half the annual academic fee (plus applicable incidental fees), depending upon the registration. However, there are minimum degree costs depending upon the length of program to which a student has been admitted. Therefore, regardless of the pattern of undertaking courses, the full program fee will be levied before graduation. Where students have not paid at least the full-time program fee, additional fees will be required. Full fees must be paid for each required year of the program.

The fee applicable to each program is as shown below:

M.Ed. Degree Candidates: The 8 half-course minimum program fee is $939 (Visa Students $2224) plus incidentals. The 10 half-course minimum program fee is $1120.70 (Visa Students $2891.20) plus incidentals.

Ed.D. Degree Candidates: Fees will be assessed according to the pattern of registration. However, the full-time fee must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year.

M.A. Degree Candidates: The minimum program fee for either a 6 or 8 half-course program is $939 (Visa Students $2224) plus incidentals. The 10 half-course minimum program fee is $1408.50 (Visa Students $3336) plus incidentals. The 12 half-course minimum program fee is $1878 (Visa Students $4448) plus incidentals. Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements, but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met.

Ph.D. Degree Candidates: The full-time fee is levied for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year.

Where, because of the time taken to complete the degree requirements, a student has paid more than the program fee, there will be no refund of fees.

BREAKDOWN OF INCIDENTAL FEES

	Graduate Students' Union	*Health Service*	*Hart House*	*Athletics*	*Total*
Full-time	$26.00	$18.50	$34.00	$47.00	$125.50
Full-time – 1 term	13.00	9.25	17.00	23.50	62.75
Part-time	13.00	1.50	3.50	5.00	23.00
Part-time – 1 term	13.00	1.50	3.50	5.00	23.00
Post-Program					
Full- or part-time	26.00	1.50	3.50	5.00	36.00
Full- or part-time – 1 term	13.00	1.50	3.50	5.00	23.00
Summer Session	10.75	1.50	3.50	4.00	19.75

the M.A. degree are not completed by January 22 the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

INACTIVE PH.D. STUDENTS

Ph.D. candidates who have been granted permission to interrupt the years of required full-time residence must register and pay a holding registration fee of $282 (Visa Students $667). Candidates who fail to do so at the beginning of the approved period will not be permitted to register until the holding registration fee has been paid. Inactive status is normally only considered for a one-year period and must be recommended by the OISE department through the Office of Graduate Studies and approved by the School of Graduate Studies.

POST-PROGRAM (RE-REGISTRATION) FEE: M.A., ED.D., AND PH.D. CANDIDATES

M.A., Ed.D., and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must re-register each year. If they do not, the degree candidacy may lapse. The post-program fee is $282 (Visa Students $667) plus any applicable incidental fees.

POST-PROGRAM (RE-REGISTRATION) FEE: M.ED. CANDIDATES

M.Ed. candidates who have undertaken all the course requirements for the degree but have not completed these requirements within the academic calendar year of enrolment in the final course(s) must re-register in the year in which they receive the degree. The re-registration or post-program fee for a full year is $282 (Visa Students $667) plus incidental fees.

CONVOCATION

All outstanding grades must be submitted and fees and library fines etc. must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. The Graduate Department of Education will be in communication with the student at some point after the final courses have been undertaken regarding the student's eligibility to graduate.

OUTSTANDING FEES AND CHARGES

Students who have not paid their academic fees in full will not be recommended for conferral of the degree until payment has been made.

Students who have not paid their University housing dues in full or who have outstanding library dues and/or bookstore accounts will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their degree (if they have been recommended for conferral of a degree) until payment is made.

SUMMER SESSION STUDENTS

Degree candidates remaining in the same degree program do not pay Summer Session fees if they have already paid the full part-time or full-time fee in the preceding Regular Session. Degree students commencing their programs in the Summer Session must pay Summer Session fees of $141 (Visa Students $333.50) plus incidental fees. These fees will not be deducted from the total program fee in September.

LATE PAYMENT FEE

A late payment fee of $10 plus $1 per day to a maximum of $20 will be assessed against any student registered in the Regular Session and/or the Summer Session whose fees are not received at the Comptroller's Office by the dates to be announced in the registration material which will be sent to the student.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL AWARDS

OISE GRADUATE ASSISTANTSHIPS

OISE offers financial assistance in the form of service awards known as Graduate Assistantships to support programs of full-time graduate study. Financial need and qualifications or abilities relevant to the work of a graduate assistant are the criteria used to determine which students are offered an assistantship. Graduate assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7. From September 1981 to April 1982 a Graduate Assistantship carried a maximum value of $5830. Please note, however, that any increase to the maximum value of the Assistantship is negotiated each year and that the majority of students receiving Assistantships are *not* funded at the maximum level.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. This is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to Admissions, Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S lV6. Completed applications should be submitted before February 1, 1982.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar.

The purpose of the loan/scholarship is to assist those persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full- and part-time students, but where all else is equal they shall be given to part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, and must be submitted by February 1 to Mrs. P. A. Buitenhuis in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to the past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $1900 per term (subject to change if fees are increased). Awards are intended primarily for Canadian citizens, with preference given to Ontario residents. Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students: the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4.

The deadline for submitting applications is late October 1981 for the 1982/83 academic year.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to graduate students who are Canadian citizens or landed immigrants as of November 15, 1980, attending any Canadian university. Among these are doctoral fellowships of up to $8760.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November, but it will be announced by the home department in the fall.

(b) For renewal of doctoral fellowships: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is January 15 for the following academic year.

(c) For prospective full-time students: the Fellowships Division as in item *(b)* above. Closing date is usually November 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7500

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $7500 each for advanced graduate study in education. The first, the Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working at the doctoral level. The second, the L. Dorothy Martin Fellowship, may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $5000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5000 each. It also offers three Fellowships for Religious Studies in the amount of $5000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15 000 payable over a two-year period to an OPSMTF member pursuing full-time studies leading to a Ph.D. degree in educational studies.

The Dr. R.L. Lamb Scholarship pays up to $7500 to an OPSMTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSMTF Golden Anniversary Bursary Awards provide financial assistance to OPSMTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Men Teachers' Federation Awards Committee, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is January 31, 1982 (midnight postmark). All supporting documents, including transcripts and other relevant materials, must be submitted by February 21, 1982.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totalling $22 000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIP – $2000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of highly qualified continuing students will be selected by the Graduate Department of Education for recommendation to the School of Graduate Studies for the university-wide competition for University of Toronto Open Fellowships.

EMERGENCY STUDENT LOANS

Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Dr. Charles Pascal in the Office of Graduate Studies, OISE, for more information.

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 535 000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 4250 serial titles are available. There are complete holdings of such document series as ERIC and ONTERIS on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

New information sources, such as documents and catalogues on microfiche, and new on-line information services are frequently acquired. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Inter-library loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied, extensive collection of films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers are available.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the Jackson Library collection and services is available on the second floor. Special orientation tours/seminars for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. The OISE Library has a microfiche catalogue indicating central University of Toronto Library holdings and those of some campus libraries.

AUDIOVISUAL EQUIPMENT

OISE's Media Services Group offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit the fourth floor (North) or call ext. 525/526.

COMPUTER SERVICES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides program packages and offers consultation on programming and data analysis. Custom programming is available on a charge basis. A reference library and informal courses in computer applications are available. Special facilities include microcomputers, personal computing, and experimental instrumentation services.

The Computing Services Group

operates an in-house DECSYSTEM-10 computer. This is used for interactive computing and for research and training in computer applications, development of computer-based instruction, word processing, and statistical data analysis. Typewriter-like and screen terminals are located around the Institute, and the system is available to all Institute students and staff.

An archive of research data files is maintained and can be used for secondary analysis.

A Honeywell Series 60 (level 6) minicomputer is used by the Individualization Project for research and development in computer-based learning.

PUBLICATION DIVISION

The Publication Division provides production coordination, editing, design, typesetting, copying, and mailing services to the Institute on a chargeback basis.

It also provides these services to the OISE Press, which publishes a wide range of materials for the education sector. The Press's publications are distributed through Publications Sales, on the second floor.

OISE CAREER SERVICES

OISE Career Services assists members of the OISE community in a variety of ways: consultation about planning academic programs in the context of career goals, overall career/life/work planning, design of résumé or curriculum vitae, preparation for job interviews, clarifying where and how to look for a job, and time management. Career Services also arranges for presentations and speakers on topical issues related to career planning and job searching.

Contact with professional staff is available through individual counselling appointments and through workshops on the above topics. All contacts with staff are confidential. Up-to-date postings of full- and part-time positions are maintained on the fifth floor and on the eleventh floor east of the elevators in Room 11-110. Career Services is a project of the Office of Graduate Studies. There is liaison with the University of Toronto Career Counselling and Placement Centre.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W. (fourth floor) provides career planning and employment-related services to students, graduates, and alumni on an individual or group basis. Appointments with a career counsellor can be made by telephoning 978-8590. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing graduate degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students.

For the Regular Session the fees for room and board are approximately $3000. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the office indicated in parentheses. An asterisk indicates that places are available in the summer only; a dagger, that places are available in the Regular Session only.

Men

Devonshire House* (Dean of Men)
3 Devonshire Place. 978-2515

Trinity College† (Secretary)
6 Hoskin Ave. 978-8680

Wycliffe College† (Dean of Residence)
5 Hoskin Ave. 979-2870

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

New College* (Dean of Men)
21 Classic Ave. 978-2464

Massey College (Bursar)
4 Devonshire Place. 978-2890

St. Michael's College* (Mr. L. Campbell)
81 St. Mary St. 921-3151, ext. 205

Knox College† (Bursar)
59 St. George St. 978-4502

Women

Loretto College* (Dean of Women)
70 St. Mary St. 925-2833

Massey College (Bursar)
4 Devonshire Place. 978-2890

New College* (Dean of Women)
40 Willcocks St. 978-8875

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

St. Joseph's College* (Dean of Women)
90 Wellesley St. W. 924-2121

Whitney Hall* (Dean of Women)
79 St. George St. 978-2531

Married Students' Accommodation; Cooperative Residences

Married Student Apts.
30 & 35 Charles St. W.
(Admission Officer, University Housing Service, 49 St. George St.)
978-2542

Campus Co-operative Residence, Inc.
395 Huron St. 979-2161

Tartu (Manager)
310 Bloor St. W. 925-9405

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during Spring elections.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students. Psychiatric consultation is also available to students through the Service's Psychiatric Division, 2 Bancroft Ave.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The applicant should attach a copy of his/her student authorization to the application form.

Students from other Canadian provinces should make sure their own provincial plan will cover them while they are attending university here. If they do not have this coverage, they should apply for OHIP as soon as possible.

DAYCARE

Kidspace Inc. (a non-profit organization) provides daycare facilities to the OISE community: faculty, staff, and students. The children range in age from two and one-half to five years. Full-time rates are $55 per week; part-time rates include mornings with lunch at $35 per week, and afternoons at $30 per week. Subsidy is available for those who qualify. Kidspace is located on the ground floor of the OISE building. Telephone: 923-6641, ext. 263.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from more than twenty-five countries. A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

Dr. Charles E. Pascal, in the Office of Graduate Studies, OISE, serves as special advisor to international students. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Ms. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to the Office of Graduate Studies, OISE.

OISE INTERNATIONAL STUDENTS' ASSOCIATION

The International Students' Association (ISA) is an organization comprising both international and Canadian students. The goals and programming promote the academic, social, and personal needs of international students and all other students interested in International Studies in Education. For further information contact the President of the International Students' Association in Room 10-201 or Dr. Charles E. Pascal in the Office of Graduate Studies.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

(a) To promote the welfare and interests of full-time, part-time, and special students at OISE.

(b) To coordinate the governmental activities of students in the various departments and decision-making bodies of the Institute.

(c) To initiate, sponsor, and promote athletic, cultural, and social events of interest to OISE students.

(d) To represent OISE students in matters of their interest: level of student funding, quality of programs, and improved student services.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (ext. 728) or drop by the Association's office, Room 10-198.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual internal departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree from a university outside of Canada does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the quality and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

Applicants who graduated five or more years ago without achieving a mid-B or better in their undergraduate degree may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

APPEALS

Should a dispute arise over an admission decision or over an academic or a procedural matter which cannot be resolved through the appropriate persons concerned, the department chairperson, the instructor, or the student may make a formal appeal to the Degrees and Appeals Subcommittee of the Graduate Department of Education. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, all but admission cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies. Should the problems still not be resolved, a final appeal may be taken by the student to the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term. Summer Session courses will have H for half-courses and Y for full courses after the course number. The first two digits designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course.

COURSE DEFINITIONS

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets normally for one and one-half hours daily, or two days a week for an extended period.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by the dates of Fall registration for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

INTERDEPARTMENTAL PROGRAMS IN EDUCATION

In some cases the degree of specialization or individualization required by students is such that they are willing to give up the advantages of having a home department in order to enter upon a program that is formally interdepartmental. In this case they will belong to two or even three departments within Education, each of which must approve their admission.

Specially arranged interdepartmental programs in Education, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Thesis and oral requirements and procedures would also be the same as outlined in the M.A. and Ph.D. section of this Bulletin. Applicants who wish to explore this possibility should write to Dr. Charles E. Pascal, Office of Graduate Studies, stating the fields of interest that they would like to combine in such a program. With their application they should supply samples of their written work and/or other concrete demonstration of their abilities.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. An applicant whose undergraduate degree has been pursued on a part-time basis is evaluated on the five most recent and most senior full courses or their equivalent. Any relevant study beyond the B.A. degree and undertaken at a recognized university must be completed with mid-B standing also. Only in exceptional circumstances would an applicant be considered for admission with less than mid-B standing. Such applicants must provide strong evidence of ability and exceptional achievement and contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(b) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching (but has had relevant experience) may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(c) At least one year of successful professional experience in education.

(d) See pages 12 and 13 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be undertaken in the student's OISE department except as otherwise noted in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the eight half-courses.

Each applicant must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While a student may change the field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enrol for up to two half-courses in each Regular Session. (See page 14.)

Ordinarily, no courses that were completed more than six calendar years earlier than the date of conferral of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree and were taken within six years of the time of M.Ed. graduation. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must re-register and pay any required re-registration fees.

See note on page 38 regarding choice of master's program.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes in a particular OISE department. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight (or ten) half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from the home department. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies," next section.)

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. An applicant whose undergraduate degree has been pursued on a part-time basis is evaluated on the five most recent and most senior full courses or their equivalent. Only in the most exceptional circumstances would an applicant be considered for admission with less than mid-B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same area of specialization. M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education those with certain four-year undergraduate backgrounds such as Computer Science or Psychology may be considered for one-year programs.

(b) See pages 11 and 12 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in Education, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each student must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(b) A thesis. Please consult the *OISE Guidelines for Theses, QRP's and Orals/1981–82* regarding thesis procedures. All students using human subjects in their thesis research must have their proposal reviewed by an Ethical Review Committee at OISE.

(c) One academic year of full-time resident study is still required in most departments. However, in some departments it is possible to pursue an M.A. program entirely on a part-time basis, and in other departments part-time M.A. programs are currently under consideration. Please contact the department of specialization for the most up-to-date information on this matter. Should a department retain the one-year residence requirement, it may be possible for some of the courses to be undertaken on a part-time basis, but the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the one-year M.A. degree must be completed satisfactorily within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree must be completed satisfactorily within five years from the date of enrolment in the first of the last six half-courses in the degree program.

Applicants who have credit for graduate courses at another university, beyond that which is required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Course credit, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; M.A. candidacy and M.Ed. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with high standing, in the field of specialization proposed at the doctoral level.

(b) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(c) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(d) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(e) Ordinarily, one year of professional preparation for education.

(f) Successful professional experience in education.

(g) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required please consult the *OISE Guidelines for Theses, QRP's and Orals/1981–82* regarding guidelines.

(h) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Spring term – January through April – in the same session, or the Spring term in one session followed by the Fall term in the next session).

(b) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Such prerequisite study can *only* be taken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

(c) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. Please consult the *OISE Guidelines for Theses, QRP's*

and Orals/1981–82 regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(d) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(e) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

See note on page 42 regarding choice of doctoral program.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing, in the same area of specialization as proposed at the doctoral level. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with high standing, for admission to the second year of the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, pages 21 to 25.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(b) Further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

(c) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in the intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had an M.A. program been undertaken in the same field. Normally, this predoctoral study will include such coursework and research training as may be required to

lead to the completion of an independent research project acceptable to the Graduate Department of Education. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals/1981–82* regarding Qualifying Research Paper guidelines. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be added to the doctoral program.

(d) See pages 11 and 12 for documentation required.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two academic years of full-time resident study will be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of Graduate Studies, OISE. It should be noted that if such a request is granted, the length of degree candidacy would not be increased. An inactive fee of $282 for the year of interruption will be charged. Reinstatement cannot take place until this payment has been made. Such interruption is granted only under exceptional circumstances and for one year only. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled. Being granted inactive status does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which may be taken in another graduate department of the University of Toronto.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Graduate Department of Education as early as possible in the first year of study beyond the M.A. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 6. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis committee by April 1 of their final year of required residence. Please consult the *OISE Guidelines for Theses, QRP's and Orals/1981–82* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(e) A University of Toronto final oral examination on the content and implica-

tions of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six calendar years of first enrolment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

Note: Since there are two doctoral programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; Ph.D. candidacy and Ed.D. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two doctoral degree programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

SPECIAL STUDENTS

Special students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been assessed by the department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

At the time of application the forms should be accompanied by a statement indicating the reasons why Special Student status is requested. Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

Special Students cannot receive degree credit for courses taken under Special Student registration.

DEFINITION OF FULL-TIME RESIDENCE

Credit for academic residence requirements can be given only to full-time students who live close enough to the University of Toronto to participate fully in the university activities. In all graduate programs in which full-time fistudy is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week. Residence requirements can be fulfilled only through two consecutive terms of the regular academic session. Summer Session cannot count for residence credit.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the

Regular Session (see Academic Calendar, page 1).

GENERAL NOTES

Note that graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadlines for application, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

The courses of instruction offered through the various OISE departments are described on the following pages. Faculty members listed are as of January 1, 1982.

All students should consult the appropriate schedule of courses, since some departments cannot at time of publication indicate the session in which the course is offered, and others may be forced because of scheduling difficulties to make changes.

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental (or interdepartmental) program, and must be receiving basic training in an educational discipline (or disciplines).

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. It will be necessary to check with the course schedule or the department concerned.

APPLIED COGNITIVE SCIENCE

Cognitive science is an interdisciplinary field drawing on cognitive psychology, computer science (largely artificial intelligence), and to some extent linguistics. Cognitive scientists agree that the view of man as an "information processing system" can advance the understanding of human thought and behavior. The primary impetus for a cognitive science treatment of any problem is the realization that it is possible to specify a set of rules which underlie any intelligent performance. This specification of rules, well known in the fields of computer science and linguistics, has been found to be a powerful means of analysing any psychological performance.

Applied Cognitive Science at OISE includes both applied research and basic research related to applied problems. Put simply, Applied Cognitive Science is an attempt to exploit knowledge of information processing systems and of human cognitive functioning in the understanding and improvement of educational activities. Applied Cognitive Science is concerned not with such general problems as problem-solving, speaking, and so on, but rather with such school-related problems as the structure of basic skills underlying oral and written language and numeracy as well as the cognitive processes underlying thinking and learning in such content or subject-matter areas as science, social studies, and the like. The term cognitive is not intended to restrict the field to intellectual concerns but to include cognitive approaches to emotional, motivational, and social behavior.

Faculty in four departments are associated with this focus: Carl Bereiter, David Brison, Robbie Case, David Olson, Sandra Palef (Applied Psychology), Floyd Robinson (Curriculum), William Olivier (MECA), Peter Lindsay (Special Education). Specializations of focus members include: models of linguistic and cognitive processes (Olson, Case); simulation models of cognition and thought (Lindsay); cognitive processes underlying school-related skills (Bereiter, Brison, Robinson); computer-assisted instruction (Olivier). Any of the focus members will assist students in developing a graduate program.

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of

Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403, 1404, and 3403, History of Education in Canada; 1417, Politics in the History of Canadian Education; 1424, Religion, Ideology, and Social Movements in the History of North American Education; 1425, Canadian Working-Class History and Its Relation to the Schools; 1443, Values Education Practicum; 1449, The Theory of Law and the Teaching of Law in the Schools; 1464, Canada and Underdevelopment; 3424, Ontario Education; 3426 and 3427, The Canadian Political Culture and the Process of Political Socialization; 1100, Outline of Adult Education; 3101, Major Programs and Issues in Adult Education; 1718, Population Determinants of Education (now in Adult Education); 1659, Evaluation of Current Issues in Ontario Education; 1801 and 1802, The Development of Higher Education in Canada; 1805, The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (women); 1427 (native people); 1428, 1212, and 1214 (immigrants); and 1380, 3380, 1903, and 3428 (minorities including native Indians).

The following faculty have a major interest in Canadian Studies in Education: James Draper, Dormer Ellis, Roby Kidd, Betty Macleod, and Alan Thomas (Adult Education); Aaron Wolfgang (Applied Psychology); Garnet McDiarmid (Curriculum); Howard Russell (Curriculum and MECA); and Willard Brehaut, John Eisenberg, Alison Prentice, and Harold Troper (History and Philosophy of Education). Students with an interest in the Franco-Ontarian area should contact the Franco-Ontarian Centre.

COMMUNITY COLLEGE

A variety of OISE departments offer courses which could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, or Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Charles Pascal, Michael Skolnik, and Cicely Watson (Higher Education Group); Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); William Olivier (MECA).

Examples of courses which might be of interest are: 1100, Outline of Adult Education; 3101, Major Programs and Issues in Adult Education; 3125, Continuing Education of Professional Personnel: Principles, Modes, and Problems (not offered in 1982/83); 3018, The Politics of Education; 1712, Manpower Aspects of Educational Planning (now in Higher Education); 1805, The Community College; 1809, Administration of Colleges and Universities; 1814, Curriculum in Institutions of Higher Education; 1815, Teaching in Institutions of Higher Education; 1816, Conceptions of Learning in Higher Education; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions; 1505, Instructional Programming; 3902, Educational Systems and Social Change (not offered in 1982/83).

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

Although OISE has no formal program or department of comparative and international education, a number of courses with a comparative or international focus are offered in several departments, and it is possible for some students to plan, in consultation with their advisors, programs that embrace their interests in this specialization.

An integrated set of courses in comparative, international, and development studies in education is being developed jointly by interested faculty members and the OISE International Students' Association. The following faculty members have been involved in developing courses in this area, and would be available for consultation: Donald Brundage, James Draper, Joseph Farrell, Roby Kidd, Betty Macleod, and David Wilson (Adult Education); Richard Courtney and Garnet McDiarmid (Curriculum); Willard Brehaut (History and Philosophy of Education); Madan Handa, John Mallea, and David Livingstone (Sociology in Education). Further information may be obtained through the International Students' Association.

CRITICAL PEDAGOGY AND SYMBOLIC DOMINANCE

Drawing on such writers as Gramsci, Marx, Lukacs, Althusser, Freire, etc., this focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: neo-Marxist ethnography; visual and written narratives; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideology; education and the labor market; teachers as workers; and development of critical teaching materials and strategies.

Students may wish to consider the following courses offered by affiliated faculty: 1209, Seminar: Social Psychology and Education; 3226, Critical Interpretive Methods in Psychoeducational Research; 3228, The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions; 1001, The School as a Social Invention; 1455, The Culture of the School; 1456, Alternative Schools; 1908, Society and Self in the Classroom (not offered in 1982/83); 1926, Adolescent Deviance and the School (not offered in 1982/83); 1941, Comparative Education: Third World Educational Alternatives; 1948, Sociology of Race and Ethnic Relations; 1950, Marxism and Education I (not offered in 1982/83); 1953, Ideology, Public Opinion, and Policy-Making in Education; 1990, Applied Sociological Field Research in Education; 3935, Revolutionary Movements and Education; 3940, Comparative Societies: Economic Change, the State, and Schooling (not offered in 1982/83); 3953, Canadian Political Economy and Education (not offered in 1982/83); 3954, Educational and Economic Development in Third World Countries from a Marxist Perspective.

In addition, an informal workgroup seminar will meet regularly on Wednesday morning, 10:00 a.m. to 12:00 noon, to discuss members' ongoing work.

Faculty actively working in this focus are: Edmund Sullivan and Jack Quarter (Applied Psychology); Malcolm Levin (History and Philosophy of Education); Roger Simon (Educational Administration); Madan Handa, David Livingstone, and Gordon West (Sociology in Education).

EARLY CHILDHOOD EDUCATION

As with other focuses, students from many OISE departments may develop an emphasis in early childhood education. However, two departments – namely, Applied Psychology and Curriculum – pay particular attention to this area and encourage students to facilitate their studies in early childhood education by enrolling in the *M.Ed. for Special Purposes*. Applied Psychology and Curriculum make special mention of this focus in their respective sections of this Bulletin.

Focus advisors in the above two departments are Otto Weininger (Applied Psychology) and Ellen Regan (Curriculum).

EDUCATION AND THE CREATIVE ARTS THERAPIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in education and the creative arts therapies. (It should be noted, however, that the study of the creative arts as they are used in the general curriculum of schools is available through the school programs focus of the Department of Curriculum.)

This focus is intended for understanding the creative arts in the general education of all students and as therapeutic tools in diverse educational contexts: for example,

1. for "normal" students and adults, as aids to healthy personality development;
2. for slow learners including those with varying degrees of retardation and/or malfunction in normal school situations, as helping therapies;
3. for physically handicapped students in "special" settings;
4. for those involved in the processes of psychotherapy;
5. for any educator, as aids in the reflexive consideration of the individual's own life and of the social order of the school.

The purpose of this focus is to provide some academic and practical experience for teachers in schools and leaders in a variety of fields. It is intended to provide a clearer understanding of the foundation of creative arts therapies, and to make students aware of the readings, research literature, and philosophy of methodology, and of the place of the creative arts therapies in the general curriculum. It is expected, therefore, that students interested in this focus will be teachers in schools where "special students" are in classrooms with regular students; teachers in schools for "special students"; those with a general interest in the creative arts for normal personality development; counsellors; those who will work in an adjunct capacity to psychotherapists; teachers of adult education and leaders in recreation who will be concerned with human growth and potential and with clients such as the aged or the deprived.

Although faculty members teaching courses within this focus have disparate approaches to the creative arts therapies, they all view these activities as educational tools which assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. An integrated set of courses is being developed by interested faculty members, and the following would be available for consultation: Richard Courtney (Curriculum); Roger Simon (Educational Administration); and Otto Weininger (Applied Psychology).

EDUCATIONAL POLICY STUDIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in educational policy studies. Two general themes characterize educational policy studies. One is concerned with the methodology of educational policy analysis, ranging from quantitative methods to qualitative analysis, such as case studies. The second approach is focussed on the larger-scale relationship between education and other social and economic institutions with particular concern about how these are changing over time.

The following represent some of the faculty and courses available to students wanting to develop a focus in the area of educational policy studies: 1398, Practicum in Curriculum I; 1001, The School as a Social Invention, T. B. Greenfield and R. I. Simon; 1025, Schools and Their Effects on Achievement, M. Holmes; 1803, Recurrent Issues in Postsecondary Education, C. Watson and I. Winchester; 1848, Issues and Innovations in Graduate Education, I. Winchester (not offered in 1982/83); 1990, Applied Sociological Field Research in Education, G. West; 3902, Educational Systems and Social Change, E. B. Harvey (not offered in 1982/83); and 3911, Planned Educational Change: Intervention Theories and Methodologies, M. Fullan.

EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory.

The following courses furnish the basis for students to develop their own topics and research in the area: 3226, 1436, 3447, 1928, 1930, 1934, 1937, 3928, 1001 (see course descriptions in this Bulletin). As well, informal and formal colloquia are organized throughout the year to further the work of this focus.

The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing individual programs of study: Edmund Sullivan (Applied Psychology); Roger Simon (Educational Administration); Dieter Misgeld (History and Philosophy of Education); and James Heap, Ronald Silvers, and Dorothy Smith (Sociology in Education).

FAMILY STUDIES IN EDUCATION

Staff involved in this area include: Donald Brundage (Adult Education); David Levine and Alison Prentice (History and Philosophy of Education); and Margrit Eichler and Mary O'Brien (Sociology in Education).

Courses of relevance to students interested in this focus include: 1109, Parental Education for Family Living, D. H. Brundage (not offered in 1982/83); 1418, The Role of Education in Theories of Women's Emancipation, R. R. Pierson; 1421, The History of Women and Education: I, A. Prentice; 1422, Education and Family Life in the Modern World: I, D. Levine; 1423, Education and Family Life in Nineteenth-Century Canada, D. Levine; 1426, The History of Women and Education in Canada, A. Prentice; 3423, Education and Family Life in the Modern World: II, D. Levine; 1907, Changes in Families and Policy Consequences for Government and Education, M. Eichler; 1972, Education and the Sociology of Women and Gender Relations.

It should be noted that this focus in family studies and education is not at present concerned with some of the issues that arise in connection with "family life education." Students who have a professional interest in family studies education in the schools and would like to do work specifically in this area should contact staff in the appropriate department in case a course in this area can be developed.

INSTRUCTIONAL/ EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers. The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1501, Computer-Guided Instruction, S. Churchill and W. P. Olivier; 1123, Seminar: Educational Applications of the Psychology of Communication, D. S. Abbey; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions, C. E. Pascal; 3220, Analysis of Learning Tasks, C. Bereiter; 3222, Analysis of Teaching Strategies, M. Orme; 1305, Techniques for Improving Instruction, B. Fillion and B. Kilbourn.

Interested students should contact the focus advisor in their department or W. P. Olivier in MECA. Studies in this focus can be realized by enrolling in an *M.Ed. for Special Purposes* or in M.A. or Ph.D. degree programs with courses taken from one or more of the participating departments.

INTERPRETIVE AND EXISTENTIAL INQUIRIES IN HUMAN STUDIES IN EDUCATION

Various theoretical and practical issues in education may be considered within this focus group. However, the fundamental consideration is that the forms of knowledge addressed and in which action is embedded are those which place social scientists as persons proximate to the persons they study and which give precedence to the reality lived by those who are studied. Members within this focus group begin and sustain their work by giving authority to those being studied and by locating knowledge and truth in the inter-subjective. Therefore, this form of inquiry requires going beyond description and seeks to recover analytically the social meanings behind experience and existence. The commitment behind the issues studied is multidisciplinary and, as represented by the different members of the focus group, draws from existentialism, Marxism, phenomenology, and philosophical anthropology.

Faculty participating in this focus group include: David Abbey, William Barnard, Lynn Davie, and Ann Fales (Adult Education); Vivian Darroch and John Weiser (Applied Psychology); Roger Simon (Educational Administration); Dieter Misgeld (History and Philosophy of Education); Ronald Silvers and Dorothy Smith (Sociology in Education).

For courses which address the thought within this focus, consult with the faculty listed above.

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, Dwight Boyd, and John Eisenberg (History and Philosophy of Education); Jack Quarter and Edmund Sullivan (Applied Psychology). Susan Pagliuso (Research Officer) has had considerable experience in this area particularly in Kohlberg theory and evaluation procedures. In addition, many members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: Hervé Boudreault (Ottawa); John Davis (Kitchener–Waterloo); Peter Evans (Sudbury); Jack Miller (Thunder Bay); Floyd Robinson (North Bay); and John Ross (Peterborough). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1209, Seminar: Social Psychology and Education, J. Quarter; 1230, Practicum in Value Education; 3203, Psychological Dimensions of Social Ethics, E. V. Sullivan; 3211, Seminar in Social Psychology in Education, J. Quarter; 1438, Ethical Issues in Education, C. M. Beck; 1441, Moral Education, D. Boyd; 1443, Values Education Practicum, J. A. Eisenberg; and 3441 and 3443, Research Seminar in Moral Education: Part I and II, D. Boyd.

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 3116, Adult Education in Cross-Cultural Contexts, J. A. Draper; 1212, Psychological Aspects of Counselling and Teaching New Canadians, A. Wolfgang; 1214, Research Seminar in Multicultural Studies, A. Wolfgang; 1317, Theory of Second-Language Teaching; 1336, Second-Language Learning, M. Swain; 1337, Bilingual Education and Bilingualism, M. Swain (not offered in 1982/83); 1380, Minority Groups and Cultural Determinants of the Curriculum: A Colloquium, G. L. McDiarmid; 3380, Research Seminar in the Education of Minority Group Children and Youth, G. L. McDiarmid; 1412, Education and Cultural Controversy; 1427, The Native People: Education and Socialization in Historical Context; 1428, Immigrant and Ethnic Concerns in the History of Canadian Education, H. Troper; 3428, Minority Concerns and Education in Canadian History: Selected Topics, H. Troper; 1903, Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education, J. R. Mallea. Courses are also being developed by S. B. K. Henderson, Applied Psychology, and in Sociology in Education, on policies, practices, and research related to immigrant and ethnic education. Keith McLeod (FEUT) may also be available for informal student assistance.

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology (R. Breton), History (R. G. Harney), and Linguistics (W. J. Samarin). Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines – e.g., sociology, psychology, history, criminology, linguistics, anthropology.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas who are members of graduate faculty include: Clive Beck (History and Philosophy of Education); Donald Brundage (Adult Education); and Edmund Sullivan (Applied Psychology). In addition, Professor Henry Simmons of St. Michael's College and the Toronto School of Theology is engaged in research, teaching, and supervision in this field, with emphasis on psychological aspects of religious development, and would be of considerable help to students.

Courses of relevance to students interested in this focus include: 1480, Religious Education, C. M. Beck; and 3480, Religious Dimensions and Social Ethics. A special topics course in religious education is offered from time to time in the Department of Adult Education. Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Paula Caplan, Mary Guttman, and Jeri Wine (Applied Psychology); Dwight Boyd, Ruth Pierson, and Alison Prentice (History and Philosophy of Education); Margrit Eichler, Mary O'Brien, and Dorothy Smith (Sociology in Education); and Carol Reich (Special Education). The following courses, for example, might form a core for such an interdisciplinary focus: 1418, The Role of Education in Theories of Women's Emancipation; 1421, The History of Women and Education: I; 1422, Education and Family Life in the Modern World: I; 1426, The History of Women and Education in Canada; 1439, Gender and Education: Philosophical Issues; 1972, Education and the Sociology of Women and Gender Relations; 1973, Women's Studies and the Educational System: Strategies for Change; and 3974, Education and Gender Role in Traditional Social Thought (not offered in 1982/83).

Other courses which do not deal directly with women but which are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. See also the Women's Studies focus description within the Sociology in Education section of this Bulletin.

The following projects housed at the Institute are also potential resources as well as sources of assistantships for students interested in this area: Women's Research and Resource Centre; The Wollstonecraft Research Group; The Women in Canadian History Project (Department of History and Philosophy of Education); *Resources for Feminist Research* (formerly the *Canadian Newsletter of Research on Women*); and GROW – Group for Research on Women (an OISE interdepartmental research group).

Adult Education

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor, and Chairperson of the Department
(education for family living; research and development related to the family; and adult learning)

Graduate Studies Academic Secretary:
ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed from Special Education

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(evaluation; communication; counselling supervision)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

WILLIAM L. BARNARD, *Ed.D. (Boston)*
Assistant Professor, and Coordinator, Specialization in Developing Human Resources (DHR)
(issues concerning human dialogue: interpersonal relations, personal growth, humanistic education, psychotherapy, experiential learning, consultation, organization development, community development, heuristic research)

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

Admission inquiries should be directed to Professor M. Dormer Ellis.

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies; adult basic education; social responsibilities of postsecondary institutions; community education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

ANN W. FALES, *Ph.D. (Chicago)*
Assistant Professor
(adult development and aging; women's studies; self-directed learning)

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; and evaluation of reform projects)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Higher Education

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Concordia), LL.D. (Laurentian), LL.D.*

(McGill), LL.D. (Trent)
Professor
(comparative studies; learning theory and practice; education and development)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography for educators; population and economic development as determinants of education; planning education for females in relation to labor force needs; planning education for the mentally retarded)

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(intentional changes; learning projects; potential futures; human goals)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor
(comparative and international education; educational planning in developing nations; manpower planning; formal and non-formal education; planning and evaluation of occupational training systems; apprenticeship training; the development of education in Africa, Asia, and Latin America; planned social change in Canada; UNESCO, CIDA, and Development Banks' role in educational development; Indian and Innuit (Eskimo) education)

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Project Director in Adult Education

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counselling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change.

Each student's program of specialized study is worked out with the advisor on an individual basis in keeping with the particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will enhance the student's anticipated contribution to the field, and future career goals.

Further information about any of the programs can be obtained from the Department of Adult Education.

Neither the Miller Analogies Test nor the Graduate Record Examination is required for admission to programs in the Department of Adult Education. In some exceptional cases the MAT or GRE scores may help the Departmental Admissions Committee judge the candidate's ability to succeed with graduate-level work. The Admissions Committee or the candidate may suggest that it might be advantageous to provide these test scores. (For MAT and GRE information see pages 17 and 18.)

SPECIALIZATION IN DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources (DHR) is rapidly emerging as a recognized field of specialization within adult education, with a growing body of knowledge, theory, and practice.

Increasingly, senior members of business, government, labor unions, health and welfare agencies, recreation agencies, voluntary associations, the media, schools, libraries, consulting firms, colleges, universities, museums, prison management, and the professions are called upon to develop new competencies in developing human resources.

This specialization is designed to expose students to newer technologies such as organization development, consultation, planned change, community development, staff development, human relations training, management training and development, and leadership training.

The DHR specialization is taken in the context of a general Adult Education program – a program which leads to the degrees of M.Ed., M.A., Ed.D., or Ph.D. (Under special circumstances, a candidate who cannot qualify for a degree program can be accepted in the Certificate Program.)

Candidates may pursue the program on a full- or part-time basis, but must also fulfil appropriate residence requirements in the particular degree program being undertaken.

The DHR fee is $250, in addition to the regular course fees. Among other things, the fee is used to provide an entrance colloquium to all new DHR students. The colloquium – usually in the form of a residential weekend – is designed to assist new students to begin the networking process.

OISE students, with the approval of their faculty advisor and the Graduate Studies Office, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in their program, but they must commence their program with OISE courses.

A self-directed process of program planning for this specialization involves the student, faculty advisor, and peer learning group; the process offers a maximum of choice, freedom, and responsibility for creating a suitable program of study.

This specialization is guided by the DHR Advisory Committee comprising members from major Canadian institutions and private industries as well as current student representatives.

Application forms and further information may be obtained from Professor William L. Barnard, Coordinator of DHR, Department of Adult Education; telephone 923-6641, ext. 349.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the

program as a full- or part-time student. The program consists of a minimum of six half-courses, with an opportunity for additional courses. At least four courses in the total program must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counselling, which requires four additional half-courses. The Developing Human Resources specialization in the department requires two additional half-courses. The deadline for receipt of applications is February 1, 1982.

All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. (See pages 35 to 36 for general requirements.) However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(Certificate and M.Ed. in Adult Education students only)*

The department is currently offering some sections of existing courses off-campus in Ontario for the purpose of making some Institute courses available to people in localities far from Toronto during the Summer, Fall, and Spring terms. The admission requirements for the M.Ed. degree program and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1982 Summer Session and the 1982/83 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs will be considered.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

This program is for students interested in the two fields of adult education and counselling. It is sponsored jointly by the Departments of Applied Psychology and Adult Education and *is not to be confused* with the M.Ed. in Adult Education. For more information, refer to the full description of the specialization under the Department of Applied Psychology.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree program consists of twelve half-courses. (See pages 36 to 38 for general requirements.) Occasionally the number of half-courses may be reduced to a minimum of six if the student is granted credit for previous university study in adult education. A minimum program of six half-courses includes at least three half-courses in Adult Education (one of which might be 1103H), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 38 to 40.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a well-rounded program of courses and thesis project which might include work in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

Applications for admission to the Ed.D. program must be submitted by February 1, 1982, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 40 to 42.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152F,S,H course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103H. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

The following courses will be offered variously during the year, including the Summer Session, both during the day and after hours. See the OISE *Schedule of Courses* for dates and times.

Students are required to be present at the beginning class of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100 F,S,H OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
J. A. Draper, J. R. Kidd, A. M. Thomas, or other instructor

1101 F,S,H PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

1103 H METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for Ed.D. and Ph.D. students during their residence and for M.A. students during their program. Other students may be included at the discretion of the instructor.
W. E. Alexander, L. E. Davie, M. D. Ellis, or other instructor

1105 F,S,H COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
J. A. Draper or other instructor

1106 F,S,H SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.
Staff

1108 F,S PERSONAL CHANGE PATHS (Pass/Fail)

An opportunity to (1) survey the wide variety of paths, methods, and areas that adults choose for personal change, and (2) clarify one's own paths and options. Course methods: reading, brief lectures, self-insight exercises, personal class discussion.
D. S. Abbey, A. M. Tough, or other instructor

1109 F,S,H PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage or other instructor (not offered in 1982/83)

1110 F,S,H BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will examine basic learning processes and alternative approaches and activities that facilitators can use to aid the development of these processes. Personal and situational factors influencing choice of alternatives will be explored.

It is strongly suggested that students take 1101F,S,H prior to or concurrently with 1110F,S,H.
V. R. Griffin or other instructor

1111 F,S POTENTIAL FUTURES: IMPLICATIONS FOR ADULT EDUCATORS

An opportunity to read widely about various possible futures in self-selected areas of particular interest (such as education, science, space, worldviews, quality of life, societal goals, environ-

ment, peace). Each person will also reflect on the major implications for his or her goals, values, future career and contributions, and purpose in life.
A.M. Tough or other instructor

1113 F,S THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
D. H. Brundage, A. W. Fales, J. R. Kidd, or other instructor

1114 F,S COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.
J. R. Kidd or other instructor

1115 F,S COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114F,S. Students will apply comparative methods to a range of adult educational problems.

Prerequisite: Completion of 1114F,S, and permission of the instructor.
J. R. Kidd or other instructor (not offered in 1982/83)

1120 F,S,H FOUNDATIONS OF ADULT COUNSELLING

An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.
Staff

1121 F,S,H PRACTICUM IN ADULT COUNSELLING

This course is an extension of the practicum taken by students in 1203Y (see course listings, Applied Psychology) and may be taken only by students enrolled in the Adult Education and Counselling program.
Staff

1122 F,S,H PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity, in a field setting, to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available.

Prerequisite: Permission of the instructor.
Staff

1123 F,S,H SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
D. S. Abbey or other instructor

1125 F,S,H ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in

Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.
J. A. Draper or other instructor

1130 H SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff (not offered in 1982/83)

1131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

1133 F,S,H EXPERIENTIAL LEARNING AND RESEARCH IN ADULT EDUCATION

This course is concerned with approaches to research that employ experiential learning, using images and concepts derived from experience to develop theory which is rigorously tested in field settings. Among the research theorists considered are Moustakas, Shotter, Buber, Friedman, MacMurray, Maslow, Glaser, and Strauss. The course provides students with an opportunity to design a mini-research proposal drawing upon various strategies of qualitative research.

Prerequisite: Course 1103H or permission of the instructor.
W. L. Barnard or other instructor

1134 F,S SELF-GUIDED LEARNING AND CHANGE

An opportunity to learn about the large portion of intentional learning and change that is self-guided. Each student is free to focus on various aspects, such as how adults plan and manage their own learning/change, their use of human help and other resources, over-control by some helpers, shared responsibility, fresh practices. Course activities can include reading, interviewing, brief lectures, class discussions, exploring innovative help.
A. M. Tough or other instructor

1135 F,S PRACTICUM IN ORGANIZATION DEVELOPMENT

This course is an introduction to the basic assumptions and technologies of planned change in organizations, a process that is seen to involve a major educational component. Alternative learning theories and strategies are subjected to experiential testing in various organizational settings, including the class itself considered as an organization.

Prerequisite: Permission of the instructor.
W. L. Barnard or other instructor

1136 F,S,H POLITICAL ECONOMY OF ADULT EDUCATION

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Freire, and the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
Staff (not offered in 1982/83)

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101 F,S,H MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
Staff

3102 H THESIS RESEARCH SEMINAR IN ADULT EDUCATION (Pass/Fail)

This seminar will deal with meta research processes providing students with an opportunity to reflect on methodological design strategies as they relate to the thesis mode. Emphasis will be given to in-depth analysis of specialized methodological designs and data collection strategies (e.g., construct validity, new quasi-experimental designs, new statistical techniques, and experimental content analytic strategies such as the ones currently being designed at OISE and the University of Iowa.) Because this course is dealing at the frontiers of the state of the art, lectures will be provided by specialists from different departments within OISE. Support groups will be developed around the thesis process.

Prerequisite: One or more courses in research.
Staff

3107 F,S,H SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas or other instructor

3111 F,S THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.

Prerequisite: Permission of the instructor.
A. W. Fales, J. R. Kidd, or other instructor

3112 F,S EDUCATIONAL GERONTOLOGY

This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include pre-retirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
A. W. Fales or other instructor

3116 F,S ADULT EDUCATION IN CROSS-CULTURAL CONTEXTS

This course will focus on the impact of culture on adult learning. Some of the issues addressed and/or skills developed will include: the heightening of the individual's consciousness and sensitivity to the effects of culture on learning and teaching styles; effective cross-cultural communications; the acquisition of knowledge and development of skills useful for living, working, and undertaking research as an educator in cultures

and subcultures other than one's own.
J. A. Draper or other instructor

3122 Y EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122F,S,H but at a more advanced level.

Prerequisite: Permission of the instructor.
Staff

3124 F,S ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110F,S,H. Includes construction of new models and frameworks for observing and analysing basic learning processes and practising facilitation in adult learning groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110F,S,H or equivalent and permission of the instructor.
V. R. Griffin or other instructor

3125 F,S,H CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.
J. R. Kidd or other instructor (alternate years; not offered in 1982/83)

3131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

EDUCATIONAL PLANNING TRANSITION

Three faculty members from the Department of Educational Planning (disestablished as of 1982) will be joining the Department of Adult Education on July 1, 1982. Dr. Joseph P. Farrell, Dr. Betty B. Macleod, and Dr. David N. Wilson will be integrating their subject skills into the programs of the Department of Adult Education, as well as participating in cross-departmental programs which will enable continuing Educational Planning students to successfully complete their programs.

Among the courses which will be integrated into the Department of Adult Education are the following, which were formerly taught in the Department of Educational Planning.

1705 F,S DEMOGRAPHIC TECHNIQUES FOR EDUCATORS

An introductory course dealing with the techniques and methodology of demography. Topics include population measurement and projection; population composition and structure; measurement of mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal

migration and of changes in rural/urban distribution of population; implications of population change for the labor force; implications of dependency ratios; the interrelationship of international migration with labor force and population growth; implications of population change for economic progress, employment levels, and educational demand and supply.
B. B. Macleod or other instructor

1708 F,S EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course considers the linkages between education and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing subpopulations within richer nations. Comparative data regarding a variety of specific educational policy problem areas (e.g., equality of access to and survival within educational systems, education and labor market access, education and community development) are examined, and several different theoretical conceptions of the development process are considered, to illustrate how empirical data and theoretical viewpoints interact to produce judgments regarding appropriate educational policy measures in specific jurisdictions.
J. P. Farrell or other instructor (not offered in 1982/83)

1709 F,S THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson or other instructor

1718 F,S POPULATION DETERMINANTS OF EDUCATION

This course relates population processes to educational attainment and innovation and to the structure of educational systems. Reference is made to the dynamics of demographic change; population composition and structure; social and manpower demands for education; and the distribution between consumption and investment expenditures. These are viewed as determinants of a society's ability to provide the real and financial resources needed to support its educational goals. The course surveys both developing and developed countries.
B. B. Macleod or other instructor

1724 F,S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS

This course will examine traditional and innovative approaches to occupational training. Both preservice and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evolution of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson or other instructor

3708 F,S SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.
J. P. Farrell, D. N. Wilson, or other instructor

3716 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson or other instructor.

Students are encouraged to read the Bulletin and consider any courses offered in other departments which may be relevant to their own program.

Applied Psychology

Graduate Studies Academic Secretary:
JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor, and Chairperson of the Department
(counselling psychology; counsellor education; process and outcome in counselling)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor, and Associate Chairperson of the Department
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(cognitive processes in composition; development of thinking abilities; instructional psychology)

PAULA J. CAPLAN, *Ph.D. (Duke)*
Associate Professor
(sex roles, research methodology, children's learning and attention problems, teacher–student interactions)

ROBBIE CASE, *Ph.D. (Toronto)*
Professor
(developmental, cognitive, and instructional psychology)

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor
(counselling psychology; controlling effects of social stimuli)

VIVIAN DARROCH, *Ph.D. (Alberta)*
Associate Professor
(existential inquiry, phenomenology, and biographical narrative)

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Associate Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counselling psychology; career development; group processes; psychology of women)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; second-language learning; research design; remembering)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; teacher consultation and in-service training; classroom intervention strategies; ethnic identity development)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(language development, cognitive development, theory of instruction)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA PALEF, *Ph.D. (Toronto)*
Associate Professor
(cognitive psychology, especially reading, memory, bilingualism)

LARRY E. PASS, *Ph.D. (Alberta)*
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

BERNARD J. SHAPIRO, *Ed.D. (Harvard)*
Professor, and Director of OISE
(cognitive development, research methodology, teacher training, higher education)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor
(moral development theory; the development of religious orientations; educational implications of psychological theory and research; critical reflections on values in counselling and school psychology)

OTTO WEININGER, *Ph.D. (Toronto)*
Professor
(psychodynamic theory; techniques of diagnosis and psychotherapy; psychopathology; play theory and research; early childhood education; mother–infant attachment and subsequent developmental processes)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor
(cognitive-attentional approaches to management of social and test anxiety and competence counselling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

DAVID W. BRISON, *Ed.D. (Illinois)*
Professor, and Head, Learning Materials Development and Implementation Centre
(adolescent psychology; development of instrumental materials; administration of educational research and development)

J. R. BRUCE CASSIE, *Ph.D. (State University of New York at Buffalo)*
Project Director, OISE Niagara Centre
(career education; computerized guidance systems; individual/group counselling; adult career change processes; student speaking, writing, decision-making; organization and administration of guidance services)

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, and Head, OISE Northeastern Centre
(early childhood education; psychology of change and adjustment in education and in-service education; native learning styles)

ASSOCIATED INSTRUCTORS:

ANDREW J. BIEMILLER, *Ph.D. (Cornell)*
Associate Professor, Institute of Child Study, Faculty of Education, University of Toronto

RUTH BRAY, *Ph.D. (Toronto)*
Psychologist – private practice

LORNE M. HARTMAN, *Ph.D. (McGill)*
Director, Behavior Therapy Program, Clarke Institute of Psychiatry, Toronto, and Assistant Professor, Department of Psychiatry, University of Toronto

SUZANNE HIDI, *Ph.D. (Toronto)*
Research Officer, Applied Psychology, OISE

UMESH KOTHARE, *Ed.D. (Toronto)*
Psychologist – private practice

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

RONALD P. MYHR, *Ph.D. (Toronto)*
Career Counsellor, Management Services Department, Toronto City Hall

RUDOLPH L. PHILIPP, *Ph.D. (Queen's)*
Supervising Psychologist, Out-patient Clinic, and Coordinator of Internship Training, Thistletown Regional Centre, Toronto

HERBERT B. POLLACK, *Ph.D. (University of California at Berkeley)*
Psychologist, Clarke Institute of Psychiatry, Toronto

ROBERT POTVIN, *Ph.D. (Toronto)*
Psychologist, Comprehensive Behavioral Consultants, Toronto

SHAWN SCHERER, *Ph.D. (Toronto)*
Psychologist and Director, Read Clinic, Toronto

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

INTERNSHIP SUPERVISORS:

JOANNE HEWSON, *M.A.Sc. (Waterloo)*
Coordinator of Internship and Counselling Services, Applied Psychology, OISE

CARSON BOCK, *M.A. (Toronto)*
Chief Psychologist, Workmen's Compensation Board, Hospital and Rehabilitation Centre, Toronto

IRENE BRIEDIS, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital, Toronto

ROBERT CAMARGO, *Ph.D. (Fordham)*
Psychologist – private practice

JAMES COLE, *Ph.D. (Toronto)*
Chief Psychologist, Scarborough Centenary Hospital

BARRY COOK, *Ph.D. (Toronto)*
Psychologist, Viking House, Toronto

DAVID DAY, *Ph.D. (Windsor)*
Acting Chief Psychologist, St. Michael's Hospital, Toronto

KENNETH ELLIOTT, *Ph.D. (California School of Professional Psychology)*
Psychologist, Sunnybrook Medical Centre, Toronto

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist and Director, North York Group Psychotherapy Foundation

SIDNEY FOLB, *Ph.D. (Western Ontario)*
Head, Psychology Department, Donwood Institute, Toronto

DAVID GARNER, *Ph.D. (York)*
Assistant Professor, Departments of Psychology and Psychiatry, University of Toronto

RHODA GLASSBERG, *Ph.D. (McGill)*
Staff Psychologist, Clarke Institute of Psychiatry (METFORS), Toronto

DAVID JACKSON, *Ph.D. (Chicago)*
Jackson Smith and Associates Ltd.

JUDITH KOBRICK, *Ph.D. (Toronto)*
Psychologist, Peel Social Services, and private practice

JOHN MCLACHLAN, *Ph.D. (Toronto)*
Director of Research, Donwood Institute, Toronto

MARY MORRIS, *Ph.D. (Toronto)*
Psychologist, Youthdale Centre, Toronto

NORMAN E. MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre, Toronto

JOHN MUNN, *Ph.D. (Toronto)*
Psychologist, Hincks Treatment Centre, Toronto

DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry, Toronto

JUDITH ROSS, *Ph.D. (Syracuse)*
Staff Psychologist, Psychiatric Division, Health Service, and Special Lecturer, Psychology Department, University of Toronto

MARTI SMYE, *Ph.D. (Toronto)*
Jackson Smith and Associates Ltd.

HEATHER ANN WHITE, *Ph.D. (York)*
Psychologist, Toronto East General Hospital

PROGRAMS OF SPECIALIZATION

Please direct inquiries for this department to the chairperson of the department.

The Department of Applied Psychology offers the following degree programs in three major areas:

1. Counselling Psychology – M.Ed. and Ed.D. programs
2. Educational Psychology – M.Ed., Ed.D., M.A., and Ph.D. programs
3. School Psychology – M.A. and Ph.D. programs

A variety of Master of Education for Special Purposes programs are available. See the Interdisciplinary Focuses section of this Bulletin.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined on pages 35 to 40 in this Bulletin.

M.Ed., see page 35.
M.A., see page 37.
Ed.D., see page 39.
Ph.D., see page 40.

In addition, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements listed earlier in the Bulletin as well as the special requirements for the program of their particular interest. *Applications* are obtainable from the Office of Graduate Studies. For further information see pages 11 to 13 of this Bulletin. *Deadline* for all new applications is February 1. All continuing part-time applications for admission to courses must be submitted by April 1.

MAT AND GRE SCORE REQUIREMENTS

These scores are not required for admission to any M.Ed. program in this department. The Counselling Psychology and Educational Psychology divisions do not require either an MAT or GRE score for admission to any of their programs.

The School Psychology division requires an MAT score for admission to an M.A. program and MAT and GRE scores for admission to a Ph.D. program.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined on pages 35 to 42 in this Bulletin with these exceptions: the M.A. is School Psychology is a two-year program after a four-year degree in Psychology, and the M.Ed. and Ed.D. programs in Counselling Focus 2 each require two years of full-time study. For eligibility to apply for the M.Ed. program in

Counselling Focus 2 an applicant must have a four-year degree in Psychology with mid-B standing or better.

Programs are arranged in consultation with a faculty advisor and will take into account not only the requirements listed on pages 35 to 42, but the student's background and individual needs, as well as the particular demands of the specialization.

While the Ph.D. programs in Educational Psychology, School Psychology, and Counselling Focus 2 will be individually planned by the student with a faculty advisor, these programs must be designed to ensure that the Ontario Board of Examiners in Psychology (OBEP) requirements for registration as a psychologist in Ontario are met. The OBEP criteria for doctoral programs leading to registration are followed in the department.

EXAMINATIONS

Ph.D. candidates in School Psychology and Ed.D. candidates in Counselling Focus 2 programs will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

This program emphasizes the psychology of instruction, and is intended primarily for classroom teachers wishing to reflect on and improve their classroom teaching. Those admitted to a full- or part-time program are expected to undertake eight half-courses, at least six of which should be selected from courses in the Department of Applied Psychology with an emphasis in Educational Psychology. The program should be arranged in consultation with the student's faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in psychology may be admitted to an M.A. program extending beyond one year.

The course of study of the one-year M.A. program consists of six-half courses with an emphasis in Educational Psychology. The program should be arranged in consultation with the student's faculty advisor. A research thesis is also required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; to act as specialists in in-service training and as staff members in agencies offering psychoeducational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

A program of study within the Ed.D. with an emphasis on Early Childhood Education is available. Interested candidates should contact Professor Otto Weininger for additional information.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 12 to 13 and 39, the Department of Applied Psychology specifies the following:

(a) The applicant must have completed the equivalent of the University of Toronto M.Ed. or M.A. with specialization in Educational Psychology.

(b) Appropriate letters of reference must be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(c) Ordinarily, one year of professional preparation in education is required.

(d) Successful professional experience in education is a requirement.

(e) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

PROGRAM OF STUDY

The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time coursework. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and one faculty advisor to ensure coordination of the program with the candidate's career, interests, and required competencies. Of the eight half-courses required, four will be directly in Educational Psychology. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

The Ed.D. thesis will report the results of a study which addresses theoretical issues applicable to professional concerns and practice, or which focusses directly on empirical aspects of educational practice.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

The applicant must submit a paper, or a summary of it, which represents his/her best work.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 40 to 42, the program for the second and third years presently consists of eight half-courses as follows:

(a) A major, consisting of four half-courses at the doctoral level, ordinarily from Educational Psychology offerings, to form a substantive focus of specialization.

(b) A first minor, normally consisting of two appropriate half-courses within the graduate department of Education.

(c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies or in another department of OISE. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

2. COUNSELLING PSYCHOLOGY

Applicants contemplating an M.Ed. program related to counselling should note that there are four alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from the Teachers' Service Section, Ministry of Education, 18th floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Teachers who began the M.Ed. program prior to October 1978 may obtain the Specialist Certificate by completing the requirements for such certification as existed at the time they began the program.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. for Special Purposes with an emphasis in counselling. (See under section 4 below.)

In addition to the general requirements detailed on pages 12 to 13 and 35, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and a half-course in educational psychology (1200F,S,H).

or

(c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. All degree programs consist of a minimum of eight half-courses regardless of the certificates held and are planned by a student in consulation with a faculty advisor. Every program must include counselling theory and a practicum experience which would constitute the equivalent of at least three half-courses in Counselling Psychology. If doctoral study is contemplated, four half-courses should be taken in the Department of Applied Psychology.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions in this Bulletin.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

The purpose of this program is to help meet the need for competent counsellors of adults in the Colleges of Applied Arts and Technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses.

Each student's program will be developed in consultation with the faculty advisor and will include counselling theory and practicum experience which would constitute at least the equivalent of four half-courses in Counselling Psychology. If doctoral study is contemplated, four half-courses are to be taken in the Department of Applied Psychology. Students intending to pursue study in this specialization on a part-time basis should note that practica normally require at least two days per week and many of the courses in the program are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

MASTER OF EDUCATION (FOCUS 2)

Preparation for Ed.D. (Focus 2) Counselling program. For full details of this program see pages 74 and 75.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON COUNSELLING

For full details of this program see page 77.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY OPTION)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two focuses (Focus 1 and Focus 2) in the study of counselling at this level. They are distinguished from one another principally on the basis of the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the focuses themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

FOCUS 1

Counsellor training in this focus emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This focus will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Doctor of Education programs stated on pages 12 to 13 and 39, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree may be required to complete a Qualifying Research Paper prior to formal admission to the Ed.D. program. (See General Requirements for Degrees, page 39.)

PROGRAM OF STUDY

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least the equivalent of five half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, but must enter the year of residence within two years of admission to the program.

INTERNSHIP REQUIREMENTS

The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

FOCUS 2

The principal emphasis in this focus is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

ADMISSION REQUIREMENTS

The Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree (Focus 2) with specialization in Counselling from the University of Toronto, or an equivalent degree. The M.Ed. (Focus 2) program is described below.

(b) Applicants who hold a master's degree in Psychology or a closely related area may be admitted to the two-year Ed.D. program (Focus 2).

(c) Applicants who hold an M.Ed. (Focus 2) or other non-thesis master's degree may be required to complete a Qualifying Research Paper prior to formal admission to the Ed.D. program.

PROGRAM OF STUDY

Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in Counselling Psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. Ten half-courses covering these areas are required. If a student has completed the Focus 2 M.Ed. degree eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Two years of residence are required of students entering the Ed.D. (Focus 2) program.

INTERNSHIP REQUIREMENTS

All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (Focus 2) program will undertake their first internship during their first year in residence.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

EXAMINATIONS

In addition to normal course requirements, students will twice be examined systematically, once in general psychology and once in professional psychology. The first of these is a qualifying examination in general psychology, which will normally be taken during the first year of residence. It will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The second examination, to be undertaken upon completion of coursework requirements, is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

M.ED. (FOCUS 2) PROGRAM REQUIREMENTS

Students entering this program must have a four-year undergraduate degree in Psychology. See page 35 regarding the qualifications for an eight or a ten half-course program. In a few cases an applicant without teacher training or experience might be admitted to a twelve half-course M.Ed. program.

PROGRAM OF STUDY

Students will plan their program in consultation with a faculty advisor. Every program will include counselling theory and practicum which will constitute at least the equivalent of four half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Students are required to remain in residence for at least one year. As the maximum number of courses a student may normally take during an academic year is six, with an additional two in the summer, most students will likely be in residence in this program for more than the minimum of one year. Some of the required coursework may be undertaken on a part-time basis.

INTERNSHIP REQUIREMENTS

During the second year of the M.Ed. (Focus 2) program, an internship of approximately two days per week in an appropriate professional helping institution is required. Individual arrangements must be made with the Coordinator of Internships. This internship could also meet one of the internship requirements of the Ed.D. program should a student be admitted to that program at a later date.

Please note: Prior to admission to the Ed.D. program students who have not had previous research experience are required to complete a Qualifying Research Paper (QRP). A research project may be undertaken as part of the student's M.Ed. program through an individual reading and research course (1252 F,S,H) which later might, if appropriate, be submitted as the QRP requirement.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in Psychology. Graduates with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Note: Miller Analogies Test scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 17.

The program normally requires a minimum residence period of two academic years.

The School Consultant program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis. The twelve half-courses to be selected will comprise a maximum of nine half-courses in Applied Psychology including at least three in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

A thesis is required.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

This program is intended to prepare a person to help in the solution of practical psychoeducational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in a position of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the two-year M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere may be admitted to a two-year doctoral program.

Note: Miller Analogies Test and Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see pages 17 and 18.

The combined master's and doctoral program normally requires a minimum residence period of four academic years.

A student accepted into the Ph.D. program having already earned a master's degree in Applied Psychology, with an acceptable master's thesis, at another university, but not considered to be equivalent to the M.A. School Consultant Option program, will be required to take a three-year doctoral program. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Students entering a two-year Ph.D. degree program will devise their program in consultation with a faculty advisor which will take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Department of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

4. MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. Admission procedures will require that the student's program be approved by the department before the student may be accepted. All applications must include a rationale for taking a Special Purposes M.Ed. degree program. Further information about this degree will be found on page 36.

Please note: All new applications for this degree program commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing part-time applications for admission to courses must be submitted by *April 1.*

The following are examples of special purpose areas which emphasize particular interests.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON EARLY CHILDHOOD EDUCATION

Through the Master of Education for Special Purposes, students may develop a focus on Early Childhood Education within the Educational Psychology or School Psychology divisions of the department. Students interested in developing this focus should consult with Professor Otto Weininger. At least three half-courses in Early Childhood Education must be taken in the Department of Applied Psychology.

Students contemplating proceeding to the Ed.D. program in the department must take at least four half-courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare students who intend to operate, or are operating, primarily in a multicultural school or community setting. The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto.

A program of study should be worked out by each student in consultation with Professor Aaron Wolfgang, faculty advisor for this focus. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON COUNSELLING

Through a Master of Education for Special Purposes with a focus in Counselling, students may develop a program within the Counselling Psychology division of the department. It is understood that there are students for whom the Master of Education programs in Guidance and Counselling, Focus 2 Counselling, or Adult Education and Counselling are inappropriate.

Individual programs will be worked out by the student in consulation with a faculty advisor. Every program will contain counselling theory and a practicum which will constitute at least the equivalent of three half-courses in Counselling Psychology. If doctoral study is contemplated, four half-courses must be taken in the Department of Applied Psychology.

THE POLICY OF THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY ON INDEPENDENT PRACTICE

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, a student may enrol in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Students who do not have a basic academic background in psychology and counselling are required to obtain permission from the instructor before enrolling in the course.
L. E. Pass, J. Wine, and staff

1203 Y PRACTICUM IN COUNSELLING

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, Guidance and Counselling students are required to be in attendance one full day per week at their practicum setting, while students in Adult Education and Counselling must spend two full days. Practica for Guidance and Counselling students are arranged by the department for all full-time students and part-time students in attendance during the Summer Session. Part-time students during the Regular Session, however, are required to make their own arrangements. Such arrangements are a requirement for approval of enrolment in the course and must be confirmed with the course instructor.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

The practica for all Adult Education and Counselling students must be arranged by consultation with the administrator of that program. The committee for that program reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H. Non-Counselling students require the permission of Dr. L. E. Pass.

M. Guttman, V. Darroch, L. E. Pass, and *J. C. Weiser*

1204 F,S,H PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counselling, and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.

S. B. K. Henderson

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.

Staff

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in everyday life, and individual differences in cognition.

S. Palef

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.

S. B. K. Henderson

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a

socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.
J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES

Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research, students will engage in experiential exercises and view demonstration tapes.
D. Hunt

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.
A. Wolfgang

1214 F,S,H RESEARCH SEMINAR IN MULTICULTURAL STUDIES

The course is designed to enable students to do an extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to do a review of the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do field work to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
A. Wolfgang

1215 H SEMINAR: GROUP PROCESSES

This is an advanced course for students in Counselling and other interested students who have had some previous group work experience. This course encompasses a consideration of group dynamics and group development and organizational development. Personal participation and the development of interpersonal skills and leadership skills in group work will receive major emphasis especially as these relate to theoretical and professional issues in counselling practice.
M. Guttman

1216 F,S,H PSYCHOEDUCATIONAL ASSESSMENT

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children, tests of specific cognitive and attentional disabilities, and assessment of atypical children, will be taught. Primarily for students in the School Psychology program.
P. J. Caplan

1217 F,S,H BEHAVIOR MODIFICATION AND BEHAVIOR THERAPIES

This course will include a broad variety of behavior-focussed therapies now in use. A limited self-modification project will be required of each student and will be one determinant of the final grade.
P. J. Caplan

1219 F,S,H ETHICAL ISSUES IN APPLIED PSYCHOLOGY

Ethical issues arising from psychological research and practice are examined with

reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
S. B. K. Henderson

1220 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only.
R. J. Friedman (Practicum: *P. J. Caplan, R. J. Friedman, S. B. K. Henderson, S. Miezitis,* and *O. Weininger*)

1221 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART II

Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only.

Prerequisites: 1219F,S,H and 1220F,S,H.
S. Miezitis and *O. Weininger* (Practicum: *P. J. Caplan, R. J. Friedman, S. B. K. Henderson, S. Miezitis,* and *O. Weininger*)

1222 F,S,H BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Practicum and instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and/or supervise, a number of behavior modification projects.

Prerequisites: 1217F,S,H or equivalent, and permission of the instructor.
Staff

1224 F,S,H PSYCHOPATHOLOGY OF INFANCY AND CHILDHOOD

Consideration of the process of atypical behavior development in children, focussing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.

Prerequisite: Permission of the instructor.
R. J. Friedman

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a

contribution to knowledge.
P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will examine one of several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. The particular model to be examined will be named in the schedule of courses each year.
Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

Each year this course will examine a model which is different from that dealt with in 1228F,S,H.

Prerequisite: Permission of the instructor.
Staff

1230 F,S,H PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructor.
Staff

1231 F,S,H THE PSYCHOLOGY OF READING

The course examines *(a)* current psychological theory and research on fluent and beginning reading and *(b)* methods of reading instruction, including both traditional programs and those under development. The course will emphasize critical analysis of psychological findings, and methods of applying the results of research to the development of programs of reading instruction.
S. Palef

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING

The course will combine theory and practicum in the use of classroom observation techniques, diagnostic teaching approaches, and pupil interviews in the assessment of children's learning problems. In the practicum the teachers will learn to assess individual learning styles in their pupils and will experiment with alternate teaching approaches to foster learning in children who experience difficulty.
S. Miezitis

1233 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: PART I: CONCEPTUAL DIMENSIONS

Conceptual issues fundamental to educational practice are examined from several theoretical and empirical perspectives. Such issues as cognitive development, language development, moral development, learning, instruction, abilities, and motivation are examined with a view both to increasing psychological understanding and to improving educational practice. For all first-year students in Educational Psychology; otherwise by permission of the instructor.
D. R. Olson

1234 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: PART II: CURRENT ISSUES

This course will extend the theoretical perspectives developed in 1233F,S,H and apply them to current issues in educational thought and practice. This course is available only to those who have taken 1233F,S,H.
D. R. Olson

1235 F,S,H RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students in Educational Psychology. Topics will include research designs, statistical models for data analysis,

methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.
C. Bereiter and staff

1236 F,S,H PSYCHOLOGY OF EDUCATIONAL CHANGE

This course is intended to help those involved in educational innovation to understand aspects of the change process through some basic psychological concepts and the interrelationships between the individual and the system. Cognitive and affective aspects of individual adaptation, or resistance, to change and some interpersonal factors operating within school systems will be examined. A critical look at studies of the effect of attitude and personality on innovativeness will be included.

The course is designed for teachers, resource personnel, and administrators already involved in the process of curriculum innovation. Students will be required to examine some aspect of their own work toward educational change in the light of the concepts studied.
C. Nash

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic understanding of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.
R. Case

1238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1241 F,S,H METHODS OF EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
Staff

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260 F,S,H FOUNDATIONS OF GUIDANCE AND COUNSELLING

Philosophical issues related to guidance and counselling decisions are debated, discussed, and evaluated. Counselling theories are evaluated and related to elementary and high school situations. Counsellor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counselling are discussed, and students actually design experiments for potential use in investigating counselling problems, or for programs related to their jobs. The impact of nonverbal communication on the counsellor–student relationship is examined.
A. Wolfgang

1261 F,S,H GROUP WORK IN COUNSELLING

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
L. E. Pass, J. C. Weiser, and *A. Wolfgang*

1262 H ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and postsecondary school programs; guidance testing programs; information services; placement and follow-up activities.
Staff

1266 F,S,H THEORY AND PRACTICE OF VOCATIONAL DEVELOPMENT

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of vocational development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. (Students are encouraged to take 1611F,S, Educational and Psychological Testing for Guidance Personnel, prior to taking this course.)
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING

A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisites: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

An examination of knowledge – its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
S. Palef

3201 F,S,H THE DEVELOPMENT OF COGNITIVE COMPETENCIES

This course is concerned with the development of intelligence as a specialized mode of thought, and with the role that literate uses of language and formal schooling play in that development. A variety of theoretical perspectives will be brought to this problem: (1) the development of art, science, and literature, that is, the cultural–historical perspective, (2) the development of patterns of competence in widely different cultural environments, that is, the anthropological–psychological perspective, (3) the cognitive developmental perspective, and (4) the individual-differences perspective.

Prerequisite: Permission of the instructor.

D. R. Olson

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise M.A. students in 1219F,S,H, 1220F,S,H, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1219F,S,H, 1220F,S,H, and 1221F,S,H.

P. J. Caplan, R. J. Friedman, S. Miezitis, and *O. Weininger*

3203 Y PSYCHOLOGICAL DIMENSIONS OF SOCIAL ETHICS

The course attempts to develop themes which raise critical questions about contemporary social institutions and values. The interrelationship between these broad cultural themes and the institution of the school will be analysed in detail. The profession of psychology will come under critical scrutiny in an ideology critique which looks at the role of psychological technology in the schools.

E. V. Sullivan

3204 F,S,H ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyse the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover philosophical and psychological theories, ending in the analysis of concrete ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their import in an educational context. The course is appropriate for students in all divisions of applied psychology with an emphasis on their role as psychological professionals. The content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.

E. V. Sullivan

3205 F,S,H RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.

M. Orme

3206 F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, problems of research, and the development of educational methods and programs for young children. Review papers are included; also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant and/or preschool programs.

Staff

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT
This seminar will cover the areas of emotional and affective processes during adolescence; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological dimensions of the adolescent years.
S. Miezitis and *O. Weininger*

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION
This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.

Prerequisite: Permission of the instructor.
D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION
Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective which involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
D. Hunt

3211 F,S,H SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION
This course is an extension of 1209F,S,H with an exploration in greater depth of theory and relevant research.
J. Quarter

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING
This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
S. B. K. Henderson

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING
The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment on learning processes.

Prerequisite: Permission of the instructor.
O. Weininger

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I
Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through reflective analysis.
V. Darroch

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang

3217 Y PRACTICUM IN COUNSELLING PSYCHOLOGY

Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.
C. M. Christensen and staff

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING

A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.
J. Wine

3220 F,S,H ANALYSIS OF LEARNING TASKS

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem. About half the course sessions are conducted in a school setting where supervised individual work with children is carried out related to the designated problem.
C. Bereiter

3221 F,S,H INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

This seminar will examine the processes involved in learning, playing, and developing from various theoretical points of view, and will review and devise methods of measuring individual differences in these processes. Special emphasis will be given to problem-solving, and to creativity in the problem-solving process. Students will be expected to participate actively in preparing papers for the seminar.

Prerequisite: Permission of the instructor.
P. Gamlin

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.
M. Orme

3223 F,S,H IN-SERVICE TRAINING AND TEACHER CONSULTATION

Rationale and techniques of classroom interaction analysis: theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agentry. Practicum in the implementation of an in-service training/consultation model for offering psychological services to the schools.

Prerequisite: Permission of the instructor.
S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. A number of personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of personality tests within the framework of specific theories of personality and methods of scientific inquiry.
Staff

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
Staff

3226 Y CRITICAL INTERPRETIVE METHODS IN PSYCHOEDUCATIONAL RESEARCH

The purpose of this course is to provide students with a more extensive offering of research strategies which reflects some recent developments in psychological theory and research. The course will not emphasize quantitative statistics, but rather a discussion of alternative strategies of research where distribution statistics would be inappropriate. Analyses of autobiographical and biographical materials, case studies, participant observation, and other types of ideographic studies will be emphasized with a view to their potential contribution to educational research and methodology. This course would be appropriate for students in all dimensions of applied psychology. The course is not an alternative to the analysis of quantitative methods, and an assumed prerequisite is at least one course in quantitative methodology (e.g., 1235F,S,H, 1660F,S, 3205F,S,H, 3666F,S).
E. V. Sullivan

3227 F,S,H PLAY AND EDUCATION

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

Prerequisite: Permission of the instructor.
O. Weininger

3228 Y THE CULTURAL EFFECTS OF MASS MEDIA ON HUMAN COGNITION: EDUCATIONAL DIMENSIONS

The course identifies the "mass media" as a powerful educational form in contemporary culture. Specifically the approach entails the application of a "critical theory" of society based on pioneer work of the Frankfort School. It will examine theory and research on the effects of the mass media (specifically television) on the development of human cognition.
E. V. Sullivan

3230 F,S,H DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY

A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed

in a school system or government agency.
C. Bereiter

3232 F,S,H PRACTICUM IN COUNSELLING SUPERVISION

This course is intended to provide an opportunity for advanced students to learn skills of supervision.

Prerequisite: 3217Y or equivalent, and permission of the instructor.
J. C. Weiser

3233 F,S,H RESEARCH SEMINAR ON VOCATIONAL THEORY AND CAREER DEVELOPMENT

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and *M. Guttman*

3237 F,S,H RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT

This seminar focusses on contemporary theories of intellectual development. Theories of particular developmental processes (e.g., sensorimotor development, development of quantitative skills) as well as general theories of development will be covered. The relevance of contemporary developmental theory for instruction will also be considered.
R. Case

3238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

Description as for 1238F,S,H, but at the doctoral level.

3240 F,S,H PROJECTIVE TECHNIQUES

An advanced course in nonverbal projective techniques.

Prerequisite: Permission of the instructor.
O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

This course focusses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.

Prerequisite: Students wishing to take Dr. Weininger's section must have his permission and have completed 1224F,S,H and be taking or have completed 3240F,S,H. Students taking Dr. Friedman's section must have completed 1225F,S,H.
O. Weininger and *R. J. Friedman*

3242 S INTERPRETIVE ANALYSIS OF BIOGRAPHIES: IMPLICATIONS FOR EDUCATION

The basis of the interpretive approach, as it will be discussed in this course, rests in aspects of existentialism and phenomenology, and the focus of the course will be the theoretical addressing of biographical narratives. Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized.
V. Darroch

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252F,S,H, but at the doctoral level.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field which will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended

to lead to the development of thesis proposals. Required of Ed.D. students in Educational Psychology; open to other doctoral students by permission of the instructor.
Staff

The following courses might also be of special interest to students in Applied Psychology:

Adult Education: 1106F,S,H, 1109F,S,H, 3111F,S, 3112F,S
Curriculum: 1311F,S,H, 1313F,S,H, 1336F,S,H, 3311F,S,H
Measurement, Evaluation, and Computer Applications: 1503F,S,H, 1515F,S,H, 1520F,S,H, 3535S, 1680F, 3666F,S,H
Sociology in Education: 1903F

Curriculum

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(curriculum implementation and evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(theoretical linguistics, educational linguistics of English, sociolinguistics)

LEONARD BERK, *Ph.D. (Stanford)*
Associate Professor
(school program effects, the history of school practices, the politics of the school program)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; curriculum research; mathematics curriculum development; diagnosis and remediation of learning problems in mathematics)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Professor
(personal-practical knowledge and practical reasoning, with reference to teacher thinking and policy implementation; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

JAMES P. CUMMINS, *Ph.D. (Alberta)*
Assistant Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; learning disabilities)

BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teaching of writing and literature; language in the classroom; analysis of teaching)

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(personal and social development of children; curriculum and school program development; process of change and innovation in schools)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Associate Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Assistant Professor
(educational linguistics of French; French language studies)

GARNET L. MCDIARMID, *Ph.D. (Syra-*

cuse)
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood/elementary education; instructional materials development; teacher/consultant decision-making)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Associate Professor, and Head, Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(curriculum evaluation; naturalistic research methods; measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

MICHAEL CANALE, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(language testing; communication skills; minority language education; Canadian French sociolinguistics)

HENRY G. HEDGES, *Ed.D. (Toronto)*
Professor, and Head, OISE Niagara Centre
(elementary science, teacher education, differentiated staffing, role of volunteers, history of curriculum development and Ontario public reports – Hope and Hall–Dennis)

JOHN MILLER, *Ph.D. (Toronto)*
Associate Professor, OISE Northwestern Centre
(affective education, values education, transpersonal education, developmental theory, and curriculum implementation)

RAYMOND MOUGEON, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(minority language maintenance; minority language schooling; language acquisition by bilinguals; Canadian French dialects; sociolinguistics)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, OISE Northeastern Centre
(mathematics learning, complex intellectual functions, and curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Associate Professor, and Head, OISE Trent Valley Centre
(curriculum decision-making, values education, and school change strategies)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre
(evaluation and curriculum, and classroom studies)

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre
(program implementation in school

systems, school and school system organizational problems, adult learning)

CROSS-APPOINTMENTS FROM OTHER INSTITUTIONS:

ROBERT ANDERSON, *Ph.D. (Alberta)*
Associate Professor, and Program Director of the Canada Studies Foundation

JOHN CLIPSHAM, *Ph.D. (Toronto)*
Assistant Professor, and Consultant: Research and Evaluation, Curriculum Resources Centre, Niagara South Board of Education

MARTIN A. FISCHER, *M.D. (Toronto)*
Assistant Professor, and Executive Director of the Toronto Art Therapy Institute

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Associate Professor, College of Education, Brock University

PROFESSOR EMERITUS:

HANS H. STERN, *Ph.D. (London)*

CONFIDENTIALITY OF STUDENT FILES

Department of Curriculum students have access to their own personal files in the department. All letters of reference written to the department on behalf of a student applying for admission to the department may be reviewed by the student. The department will, however, respect the wishes of external agencies who specifically require that recommendations made by them remain confidential.

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The study of curriculum includes consideration of the nature and functions of curriculum, and of issues and factors influencing curriculum development, design, and implementation, as well as examination of instructional situations, practices, and materials used in formal and informal educational programs. Research skills appropriate to such study are developed through coursework within the department. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationship between curriculum and the nature of knowledge, the dynamics of communication, and learning and teaching.

The Department of Curriculum offers courses related to four major curriculum focuses: School Programs, General Curriculum, Curriculum Processes, and Language Education. Applicants may select their courses from within any one focus or from several focuses, although they are asked to indicate their primary interest at the time of application. Students may also choose courses from other departments of OISE or the School of Graduate Studies. The following descriptions of department focuses are included for purposes of illustration. No attempt has been made to list all courses which a student in a particular concentration may want to consider.

The *School Programs Focus* includes art and education, English education, environmental education, humanities in the curriculum, mathematics education, social studies education, and science education. While such divisions reflect existing subject distinctions in schools and permit in-depth study of curriculum issues within particular subjects, students may take courses dealing with various subjects, as well as in other focuses of the department. Some courses particularly relevant to the School

Programs Focus are 1315F,S,H, 1316/2316H (offered in Summer Session 1982 and alternate summers), 1322/2322F,S,H, 1327/2327F,S,H, 1343F,S,H, 1345F,S,H, 1379F,S,H, 3315F,S,H, 3316H (offered in Summer Session 1982 and alternate summers), 3320F,S,H, 3322F,S,H, and 3346F,S,H.

The *General Curriculum Focus* concerns itself with the concepts and skills required to plan curricula intelligently. Central issues include how teachers and policy-makers decide what to teach, to which students, and in what manner; how administrative policy may help or hinder teaching; how the policy, economy, culture, and society affect curricular decisions; how theories of teaching, learning, the milieu, and the subject are best used in making curricular decisions. Courses particularly relevant to the General Curriculum Focus are 1300F,S,H, 1302F,S,H, 1305F,S,H, 1360F,S,H, 1362F,S,H, 1380F,S,H, 3300F,S,H, 3301F,S,H, 3308F,S,H, 3309F,S,H, and 3360F,S,H.

The *Curriculum Processes Focus* deals directly with methods for the improvement of the school curriculum. Courses emphasize the nature and functions of curriculum processes such as deliberation, implementation, decision-making, consultancy, sequencing of materials, instruction, evaluation, and management. The focus on processes for effective management, relatively new in the department, should be of special interest to non-classroom personnel with curriculum responsibilities at the school and board level. Some courses especially relevant to the Curriculum Processes Focus are 1305F,S,H, 1306F,S,H, 1308/2308F,S,H, 1309F,S,H, 1358F,S,H, 1360F,S,H, 1363F,S,H, 1378F,S,H, 1398F,S,H, 1399F,S,H, 3301F,S,H, 3305F,S,H, and 3358F,S,H.

The *Language Education Focus* is concerned with language teaching, language learning, and the role of language throughout the curriculum. In addition to highly specific courses dealing with first- and second-language teaching and learning, bilingual education, and educational linguistics, more general courses deal with issues of concern to all students of language and curriculum. Some courses particularly relevant to the Language Education Focus are 1310F,S,H, 1311F,S,H, 1313F,S,H, 1317Y, 1318Y, 1319F,S,H, 1326F,S,H, 1330F,S,H, 1332Y, 1333Y, 1336F,S,H (offered in 1982/83 and alternate years), 1337F,S,H, (offered in alternate years; not offered in 1982/83), 3310F,S,H, 3311F,S,H, 3313F,S,H, 3319F,S,H, 3330F,S,H, 3332F,S,H, and 3336F,S,H (offered in 1982/83 and alternate years).

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 35 to 36. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for this program must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement, with the Department of Curriculum Program Planning Sheet (see item 2), receives close attention from the department admissions committee.
2. A completed copy of the Department of Curriculum Program Planning Sheet, which is enclosed with the application forms.
3. A single letter of reference from a university professor or other person in a position to judge the applicant's acade-

mic promise at the graduate level. No other letters of reference are required.

4. In most cases no standardized test scores are required for admission. However, in some cases the Miller Analogies Test or Graduate Record Examination scores may be requested by the Admissions Committee.

This program consists of eight half-courses as follows:

(a) 1300F,S,H Foundations of Curriculum Development;

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another department of the School of Graduate Studies.

Note: Students accepted to a ten half-course program must take five half-courses within the Department of Curriculum.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department offers some off-campus sections of curriculum courses to people in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses at OISE.

Information and application materials for off-campus courses to be offered in the 1982/83 Regular Session will be available from the Office of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

1. The Department of Curriculum, in cooperation with the Department of Measurement, Evaluation, and Computer Applications, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 36).

2. The Department of Curriculum also offers an M.Ed. focus in Early Childhood Education. This focus consists of eight half-courses:

(a) the following four half-courses:

1300 F,S,H Foundations of Curriculum Development
1308 F,S,H Accommodation of Curriculum Planning to Needs of the Learner: Primary/Junior
1311 F,S,H Reading and Language Comprehension
1365 F,S,H Programs and Practices in Early Education

(b) four half-courses selected within the Department of Curriculum or from Early Childhood offerings in other departments. Relevant courses in other departments are on file with the focus advisor, Professor Ellen Regan.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 36 to 38. Ordinarily, students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a research-oriented program in Curriculum. The statement should

also indicate specific interests to be pursued in the applicant's program. This statement receives close attention from the department admissions committee.

2. Two letters of reference from university professors or other persons in a position to judge the applicant's academic promise at the graduate level.

3. A score on the Aptitude Test of the Graduate Record Examination (see page 18).

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program must undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum Development. The remainder of their coursework may be selected from this department, from any other department of OISE, or from another department of the School of Graduate Studies, with the approval of the faculty advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on-the-job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 38 to 40. The Qualifying Research Paper or its equivalent, referred to on page 39, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals/1981–82.* If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ed.D. (see page 39), the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see page 18).

(c) Early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

(d) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

PROGRAM AND PATTERN OF STUDY

Each program of study, which consists of a minimum of eight half-courses, is tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be taken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining coursework can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 40 to 42. In general, the Department of Curriculum's view of a Qualifying Research Paper (cited on page 41 of this Bulletin) is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals/1981–82.* If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ph.D. (see page 40) the Department of Curriculum specifies the following:

(a) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination.

(b) The applicant must submit a statement discussing in some detail his or her reasons for wishing to undertake training in research.

(c) Whenever possible, early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

PROGRAM AND PATTERN OF STUDY

In addition to the major thesis and other requirements as described on pages 41 to 42, the normal pattern of study for this degree is as follows:

(a) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within

the Department of Curriculum and offers opportunities for M.Ed., M.A., Ed.D., and Ph.D. study concentrated in educational linguistics and second-language learning. Although many courses appropriate to such study are offered within the Department of Curriculum, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. In a few instances, in order to differentiate between courses focussing on elementary/primary/junior and intermediate/secondary, course numbers for the latter will commence with 23.

Note on admission deadlines:
Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, *must be submitted by February 1.*

Applications for continuing part-time study in all degree programs in the Department of Curriculum *must be submitted by April 1.*

1300 F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

The aim of this course is to apply theory and research to the study of curriculum. The course *(a)* provides a language for conceptualization; *(b)* reviews the major themes in the literature; *(c)* provides a framework for thinking about curriculum change; and *(d)* assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems. The course is available in several sections, each of which offers a particular emphasis; descriptions of these are available from the department.
Staff, Summer Session and Regular Session

1302 F,S,H INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
E. M. Regan, Regular Session

1304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1305 F,S,H TECHNIQUES FOR IMPROVING INSTRUCTION

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching.
B. Fillion and *B. Kilbourn,* Regular Session (after hours)

1306 F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES

This course defines and exemplifies procedures for the tasks involved in developing curricula for non-traditional objectives. Among these tasks are: *(a)* developing a defensible set of objectives for a course, topic, or unit from existing guidelines; *(b)* defining growth sequences for a particular type of objective; *(c)* developing effective teaching and assessment methods; and *(d)* sequencing individual objectives into effective units. An introduction to a four-sequence curriculum consultancy program, course 1306 is intended primarily for local curriculum consultants, curriculum committee leaders, and department heads, whose ongoing curriculum development responsibilities can become the focus of a continuing project.

Prerequisite: Permission of the instructors.

F. G. Robinson, H. G. Hedges, J. Ross, and staff, Regular Session (offered only in some off-campus locations in 1982/83)

1308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR

A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will be given to planning in areas of interest to the class.

C. D. Carlow and *E. M. Regan,* Regular Session (after hours)

2308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: INTERMEDIATE/SECONDARY

A study of the application of recent theories of learning and motivation to curriculum planning at the intermediate and secondary level. Discussion will focus upon planning in the areas of English, social studies, theatre arts, second-language learning, and mathematics, depending upon the range of interests in the class.

Prerequisite: Permission of the instructor.

C. D. Carlow and staff, Regular Session (after hours)

1309 F,S,H CLINICAL ANALYSIS OF TEACHING

This course addresses the supervision of teachers and is based on a particular technique of supervision called clinical analysis. The focus is on developing the skills of in-depth, one-to-one, systematic analysis of classroom teaching. Teaching patterns are detected and appropriate strategies are developed for dealing with them. The course will be of interest to anyone with supervisory responsibilities (e.g., principals, consultants) as well as classroom teachers.

Prerequisite: 1305F,S,H or permission of the instructor.

B. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.

J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.

Staff, Regular Session

1312 Y APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: Permission of the instructor.

J. A. McInnes and staff, Summer Session only

1313 F,S,H LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first- and second-language study).
J. P. Cummins and *B. Fillion,* Regular Session (after hours)

1314 F,S,H DIAGNOSIS AND REMEDIATION IN ELEMENTARY SCHOOL MATHEMATICS

Investigation of cognitive, emotional, and motivational factors related to learning difficulties in elementary school mathematics. Both global and specific factors will be considered in developing and implementing remediation strategies. The course instructor will assist in obtaining subjects for remediation as needed.

Prerequisite: Permission of the instructor.
C. D. Carlow, Regular Session (after hours)

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
B. Fillion, Regular Session (after hours)

1316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY

A study of mathematics curriculum materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: metric units of measurement, grouping, drill, evaluation, meaningful problems, games, and motivation.
C. D. Carlow (offered in Summer Session 1982 and alternate summers) Regular Session (after hours)

2316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY

Mathematics curriculum materials at the intermediate and senior levels will be considered in a historical perspective and analysed in terms of theories of learning and motivation. A study of the recent Ministry guidelines for intermediate mathematics and their implications for future mathematics curriculum will be made.
C. D. Carlow (offered in Summer Session 1982 and alternate summers) Regular Session (after hours)

1317 Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
Staff, Regular Session

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
Staff, Summer Session and Regular Session

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities

for intensive individual and group study of specific problems, which will be selected each year in consultation with the students.
Staff, Regular Session

1322 F,S,H SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching/learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning experiences and unit development along the lines of "the new social studies."
Staff, Regular Session (after hours)

2322 F,S,H SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focusses on Canadian studies, on social studies curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.
Staff, Regular Session (after hours)

1323 F,S,H SKILLS OF SOCIAL CRITICISM IN SOCIAL EDUCATION

A study of the concept of critical problem vision in students, that is, an awareness of the gaps between social ideals and social reality. The course examines the construction of a rationale for social criticism as an aspect of citizenship education. On the basis of a line of literature, research on teaching, and curriculum materials, practical skills of social criticism will be developed.

Prerequisite: Permission of the instructor.
Staff, Regular Session (after hours)

1324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1325 F,S,H PROBLEM-SOLVING IN SECONDARY SCHOOL MATHEMATICS

An investigation of major curriculum issues involved in upgrading problem-solving in secondary school mathematics. A number of problem-solving sequences from mathematics programs in North America and Europe will be studied in terms of their potential for developing successful and motivated problem-solvers of routine and non-routine problems.

Problem-solving in mathematics will be related to problem-solving in other fields.

Prerequisite: 2316F,S,H or equivalent.
C. D. Carlow, Regular Session (after hours)

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.
J. A. McInnes, Regular Session (after hours)

1327 F,S,H READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching

of reading and writing at the elementary school level with particular reference to the development of children's linguistic and cognitive abilities.
Staff, Regular Session (after hours)

2327 F,S,H READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
B. Fillion, Regular Session (after hours)

1328 F,S,H EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course aims at acquainting students with the main characteristics of Canadian French. In areas of Canadian French that await systematic description, students carry out sociolinguistic analyses of French speech samples (from Ontario and Quebec) under the instructor's guidance. The educational implications of a sociolinguistic description of Canadian French are examined. This course is given in French.

Prerequisites: High level of fluency in French and background in linguistics.
R. Mougeon, Regular Session (after hours)

1330 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

Prerequisite: A fluent command of French.
S. Lapkin, Regular Session (after hours)

1332 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.
J. P. B. Allen, Regular Session (after hours)

1333 Y INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1336 F,S,H SECOND-LANGUAGE LEARNING

Theories and research of first-language (L1) acquisition are considered for their relevance to theories and research on second-language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage, transitional competence, and approximative systems. The role of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.
M. Swain, Regular Session (offered in 1982/83 and alternate years)

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
M. Swain, Regular Session (offered in alternate years; not offered in 1982/83)

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course treats problems of teaching the humanities in secondary schools and colleges. The humanities are understood to include history, languages and literatures, philosophy, and the arts.
L. Berk, Regular Session (after hours)

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1348 F,S,H ARTS & EDUCATION: DRAMA AND ETHNOLOGY

This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material.
R. Courtney, Regular Session (after hours)

1349 F,S,H ARTS, CULTURE, AND EDUCATION

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
R. Courtney, Regular Session (after hours)

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to submit an Individual Reading and Research Course form, available from the department's academic secretary, describing the rationale and plan of study for the course. This form must be approved by the faculty advisor and the instructor with whom the course will be taken.

1355 F,S,H PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357 Y ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly (offered in Summer Session 1982 and alternate summers)

1358 F,S,H STRATEGIES FOR IMPLEMENTING CURRICULUM INNOVATIONS

An analysis of models for school change focussing on special features required by curriculum innovations. Problems associated with implementing curriculum guidelines are examined and strategies developed to respond to these problems. Issues related to implementation are examined from the point of view of both teachers and administrators with school and school system responsibilities.
K. A. Leithwood, Regular Session (after hours)

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum program. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1362 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH

An analysis of various approaches to research in curriculum development and assessment. Topics will be suited to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.
M. W. Wahlstrom, Regular Session (after hours)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementa-

tion of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1370 F,S,H THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310F,S,H or 1313F,S,H.
J. A. McInnes, Regular Session (after hours)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course with major focus upon the means for determining and evaluating significant but often neglected educational objectives and outcomes. Critical components include analysis of educational purposes and means for implementing and assessing nonconventional programs, such as open or informal programs. Students develop indices for assessing significant nontraditional outcomes, such as self-reliance or group problem-solving.

Prerequisite: Permission of the instructor.
J. Weiss, Regular Session (after hours)

1379 F,S,H KNOWLEDGE AND THE SCHOOL CURRICULUM

This course examines how knowledge is developed and explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious). The question of what should be taught in the curriculum is addressed from the standpoint of alternative kinds of knowledge.
B. Kilbourn, Regular Session

1380 S MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyse the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the educational policy of multiculturalism. Courses of study for multiculturalism will be compared with a multicultural curriculum. Students will be encouraged to develop classroom applications of one of these.
G. L. McDiarmid, Regular Session (offered in 1982/83 and alternate years)

1390 F,S,H CURRICULUM CONSULTANCY

This course is a follow-up to 1306F,S,H, and stresses the use of curriculum development skills in a variety of interpersonal settings including curriculum committees, department activities, and paid consultancy roles. Students are assisted in planning and implementing curricula for teachers and agents implicated in change: such curricula are conceived in terms of the requirements for intended agent growth along clearly defined dimensions of behavior. The context of the consultancy experience is the students' ongoing curriculum development work initiated in 1306F,S,H.

Prerequisite: 1306F,S,H and permission of the instructors.
F. G. Robinson, H. G. Hedges, and staff

1398 F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty advisor and practicum coordinator.
Staff, Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.
Staff, Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures particularly as these relate to equality of educational opportunity.

Prerequisite: 1300F,S,H.

G. L. McDiarmid, Regular Session (offered as required)

3301 F,S,H SEMINAR: CURRENT PROBLEMS IN CURRICULUM STUDIES

The examination of a current topic or problem in curriculum studies. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics will vary from year to year depending upon the interests of course members.

Prerequisite: Permission of the instructor.

Staff, Regular Session (daytime)

3303 F,S,H COLLOQUIUM ON DECISION-MAKING ROLES IN CURRICULUM AND INSTRUCTION

A seminar which explores the curriculum-instruction decision-making roles of teachers, consultants, department heads, etc. Literature on teacher thinking emphasized. Problem-solving, issue-oriented approach in which course instructor and students collaborate in exploring dimensions and demands relative to different decision-making roles and responsibilities.

Prerequisite: Permission of the instructor.

F. M. Connelly, Regular Session

3304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)

Staff (offered as required)

3305 F,S,H DOCTORAL SEMINAR IN RESEARCH ON TEACHING

Critical examination of current paradigms in research on teaching with concentration on selected exemplar studies. Emphasis will be placed on analysing the conceptual foundations of research on teaching. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.

B. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analysed, always with a view to articulating the relationship between conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.

Staff, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make

seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.
F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analysing data.

Prerequisite: 1310F,S,H, 1311F,S,H, or 1313F,S,H.
Staff (offered as required)

3311 F,S,H THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311F,S,H and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311F,S,H or permission of the instructor.
Staff, Regular Session

3313 F,S,H LANGUAGE AND LEARNING: THEORY AND PRACTICE

An advanced curriculum course intended to relate linguistic theories to classroom practice. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: 1313F,S,H or permission of the instructor.
Staff, Regular Session

3315 F,S,H RESEARCH SEMINAR IN ENGLISH EDUCATION

A critical examination of selected representative research and contemporary scholarship in English teaching in schools. Consideration will be given to research priorities and problems and to types of research design.

Prerequisite: 1315F,S,H or permission of the instructor.
B. Fillion, Regular Session (daytime; offered as required)

3316 H RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination and application of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of mathematics curriculum for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H and a project proposal approved by the instructor.
C. D. Carlow (offered in Summer Session 1982 and alternate summers)

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
Staff, Regular Session

3320 F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly and *B. Kilbourn* (offered as required)

3322 F,S,H RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.
Staff, Regular Session

3324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3328 F,S,H SELECTED TOPICS IN THE EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course is a follow-up to 1328F,S,H, Educational Sociolinguistics of Canadian French. It offers an in-depth examination of a limited number of topics introduced in the framework of 1328F,S,H. Students are given the opportunity to carry out research and/or development work based on extensive corpuses of spoken and written Canadian French. The students' work is examined in class. This course is given in French.

Prerequisites: High level of fluency in French and permission of the instructor.
R. Mougeon (offered as required)

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguistics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330F,S,H or equivalent.
S. Lapkin, Regular Session

3332 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

Prerequisite: 1332Y or 1333Y or permission of the instructor.
J. P. B. Allen, Regular Session (daytime)

3336 F,S,H ASPECTS OF THE STUDY OF INTERLANGUAGE IN EDUCATION

This course is intended for students wishing thoroughly to investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.

Prerequisites: 1332Y or 1333Y and 1336F,S,H.
M. Swain, Regular Session (offered in 1982/83 and alternate years)

3340 Y RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisite: Permission of the

instructor.
Staff, Regular Session (after hours; offered as required)

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.

R. Courtney, Regular Session (daytime; offered as required)

3347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.

R. Courtney, Summer Session and Regular Session (after hours)

3350 F,S,H CURRENT CURRICULUM LITERATURE

This course consists of detailed study and discussion of current curriculum literature in the context of reviewing manuscripts submitted to *Curriculum Inquiry,* Canada's only scholarly curriculum journal. Requirements include critical analysis of the substance of academic papers on a range of curriculum issues, and the development of commentary for the improvement of manuscripts. Evaluation will be on the basis of the adequacy of student performance in analysing and commenting on manuscripts.

Prerequisite: Permission of the instructors.

F. M. Connelly and *R. I. Simon,* Regular Session (daytime)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352F,S,H, but at the doctoral level.

3358 F,S,H ADVANCED SEMINAR ON STRATEGIES FOR MANAGING CURRICULUM INNOVATION

This is an advanced course intended for curriculum managers with school or school system responsibilities. Research describing current processes of curriculum decision-making and the usefulness of existing strategies for influencing that decision-making will be examined. More effective intervention strategies will be developed, and students may be asked to field test some strategies in school settings under the direction of the instructor and participating curriculum managers. These strategies will relate to specific curriculum functions such as planning, development, implementation, and evaluation.

K. A. Leithwood, Regular Session (daytime)

3360 F,S,H ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focussing on evaluation and for others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360F,S,H or permission of the instructors.

J. Weiss and *M. W. Wahlstrom,* Regular Session (daytime)

3365 F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.
E. M. Regan, Regular Session

3380 F,S,H RESEARCH SEMINAR IN THE EDUCATION OF MINORITY-GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority-group children and youth in school. Results of school–community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.
G. L. McDiarmid, Regular Session
(offered in 1982/83 and alternate years)

Note: The following course in the Department of Applied Psychology might also be of special interest to students in Curriculum – 3228Y, The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions.

Educational Administration

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(internal functions of school boards and school systems, trustee/administrator relationships, educational management in a period of retrenchment, teacher evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(organizational analysis, values, and action; organizational design; inventing and improving organizations)

MARK HOLMES, *Ph.D. (Chicago)*
Associate Professor, and Assistant Director (Planning and Resources), OISE
(effects of education and school characteristics on outcomes; planning change in schools and measuring the effects; examining the relationship between the organization and administration of schools and the larger society)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(management of educational systems; strategic long-range planning; collective bargaining; student information in systems management)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Associate Professor
(analysis of quantitative and qualitative data; educational finance and its social, political, and economic contexts; dissemination and utilization of educational research and innovations)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from History and Philosophy of Education

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Associate Professor
(organizational behavior; school board/teacher collective bargaining; action approaches to the analysis of organizations; study of managerial work; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor
(leadership development for school and college administrators; selection and evaluation of personnel; organizational development; international education)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(systems approaches to educational planning and management; computer simulation and management-information systems for school-board-level planning, policy analysis, and decision-making)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(legal context of education; collective bargaining; inter- and intrapersonal experiences)

DORIS W. RYAN, *Ph.D. (Chicago)*
Professor, and Assistant Director (Field Services and Research), OISE
(research on teaching and development of training materials based on teaching methods that correlate with student achievement; sociological and organizational studies in secondary schools)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel; educational management in a period of retrenchment)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(interpretive sociology; program development; neo-Marxist ethnography; education and social theory; critical pedagogy)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor
(politics; policy; the Canadian tradition in managing schools, colleges, and universities)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

JOHN E. DAVIS, *Ph.D. (Toronto)*
Associate Professor, and Head, OISE Midwestern Centre
(program design, implementation, and evaluation; program organization in small schools)

PROFESSOR EMERITUS:

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
(grants to school boards; taxation for education; local and central control of education; school law; declining enrolment; French as a minority and second language)

INTERNATIONAL COORDINATING CENTRE FOR THE I.E.A. PROJECT:

BEATRICE AVALOS, *Ph.D. (Saint Louis)*
Project Director

RUTH PIKE, *Ph.D. (Toronto)*
Associate Professor, Faculty of Education, University of Toronto

PROGRAMS OF SPECIALIZATION

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:

(a) experience as a school business official or in some other professional role in educational administration;

(b) two letters of recommendation;

(c) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees for each half-course undertaken should be sent to the Certificate Program in School Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Fees for the Certificate Program are those specified under the Annual Academic Fees column for the appropriate category of Special Student in the Schedule of Fees on page 22.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:

(a) the core module, 1040F,S,H and 1041F,S,H;

(b) a specialized module, 1017F,S,H and 1031F,S,H;

(c) an elective module, normally including one half-course from the M.Ed. human relations courses – 1012F,S,H, 1023F,S,H, and 1024F,S,H – and one half-course in educational planning.

Students may enrol full-time or part-time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one Regular Session; on a part-time basis, in any combination of three Regular or Summer Sessions. Some courses may be available off-campus.

DIPLOMA OF ADVANCED STUDIES

Final approval is pending for a program leading to a Diploma of Advanced Studies in Educational Administration. Intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences, the program will consist of:

(a) a diagnostic assessment of administrative skills and knowledge;

(b) a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a residence requirement of one term of full-time study (September–December or January–April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

Candidates may, with consent of the program advisor, shape their program around particular areas of interest. For more information, contact the Graduate Studies Academic Secretary.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 12 and 35, the department requires that, whenever possible, the two letters of reference (page 11) should be written by *(a)* an educational administrator for whom the applicant has worked, and *(b)* a professional colleague.

PROGRAM OF STUDY

Normally, candidates for the M.Ed. degree will be required to take a total of eight half-courses. Candidates who lack a year of professional education for teaching but have relevant professional experience will be required to take ten half-courses.

There is a compulsory common core of the program, and provision for students in the program to have both a reasonable depth and breadth of study in the field of educational administration. The program consists of the following:

(a) the two required common core courses, which will normally be taken first in the students' program:

1040 F,S,H Administrative Problems I: The School System
1041 F,S,H Administrative Problems II: The School System in Society

(b) two courses in Educational Administration selected from one of the four areas of emphasis listed below;

(c) normally, two additional courses in Educational Administration in an area of emphasis different from that in *(b)*;

(d) students are encouraged to take elective courses related to their interests in other departments in the Institute or in another graduate faculty in the University of Toronto.

It is recognized that there may be legitimate reasons for a student to be relieved of some of the requirements of the program.

There are four areas of emphasis in the M.Ed. program. (Courses identified by an asterisk were formerly offered in the OISE Department of Educational Planning.)

1. *Management and Planning of Educational Systems*

1017 F,S,H Educational Finance
1031 F,S,H School System Business Administration
1033 F,S,H The Collective Bargaining Process in Educational Organizations
1035 F,S,H Administration of Collective Agreements in Educational Organizations
1700 F* Theories of Micro Educational Planning
1701 F,S,H* School Systems: Planning Practicum
1717 F,S* The Planning of Educational Facilities
1720 F,S* Overview of the Field of Educational Planning
1722 F,S* Systems Approaches and Applications to Educational Planning and Decision-Making
1723 F,S* Applications of Systems Approaches to Educational Planning
1733 F,S,H* Preparation for Collective Bargaining in Education
3017 F,S,H Economic Problems in Educational Administration

3711 F,S* Simulation and Gaming for Educational Decision-Making

2. *Program and Personnel Development*
1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1012 F,S,H Clinical Analysis of the Administrative Process
1016 F,S,H School Program Development and Implementation
1023 F,S,H Interpersonal Relations in School Systems
1024 F,S,H Clinic in Administrative Relationships
3013 F,S,H Dynamics of Organizational Behavior

3. *Policy in Educational Organizations*
1018 F,S,H The Political Organization of Education
1022 F,S,H The Social Context of Administration
1025 F,S,H Schools and Their Effects on Achievement
1027 F,S,H The Economic Context of Educational Administration
1030 F,S,H The Legal Context of Education
3018 F,S,H The Politics of Education

4. *Methodology of Inquiry*
1003 F,S,H Methods of Inquiry into the Social Realities of Schools
1010 Y Research Seminar in Educational Administration
1021 F,S,H Retrieval of Knowledge in Education
3021 F,S,H Dissemination and Utilization of Knowledge in Education

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the four areas of emphasis, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. and Certificate students)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Spring terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program. Similarly, the admission requirements for the Certificate program are the same on-campus and off-campus.

Information and application materials for both off-campus and on-campus courses to be offered in the 1982 Summer Session and the 1982/83 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

OISE/QUEEN'S COOPERATION IN PETERBOROUGH

A cooperative M.Ed. effort between OISE and Queen's University is being developed for students in Peterborough which will make it possible for each institution to offer a wider variety of courses there than would otherwise be feasible.

For further details, please write the Graduate Studies Academic Secretary, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 12 to 13 and 39, the Department of Educational Administration specifies the following:

(a) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(b) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by two letters of reference from senior administrators under whom the applicant has functioned, commenting on the applicant's

– achievement in identifying and solving educational problems;

– ability to work with people;

– leadership style; and

– awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(a) Ed.D. core seminars, which consist of three half-courses (3040F, 3041F, and 3042H) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Internship in Educational Administration, which may carry a one half-course credit (3044F,S,H) or a two half-course credit (3044F,S,H and 3045F,S,H).

(c) Elective studies, which, depending upon the extent of the internship, consist of three or four half-courses selected to provide an opportunity for concentration in one or two administrative task areas. It is expected that at least one elective course will be undertaken outside the Department of Educational Administration.

(d) Doctoral thesis.

A student's program of study will normally begin in the Fall term with the three Ed.D. core seminars. During the Spring term the student will undertake elective studies, to be followed by the internship, which will require enrolment during the succeeding Summer Session.

Since the residence requirement may necessitate long-term planning, persons who may wish to begin the program at some time following the next academic year are encouraged to apply as soon as possible. Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

Studies within the program are focussed on educational organizations and the problems of action within them. These studies will serve those students who, by interest and experience, have a commitment to understanding and improving educational organizations through theory and research. While teaching and administrative experience is not required as a condition of admission, it is a desirable preparation. The content of the program is built around the interests of faculty members and the courses they offer. Various areas of study are found in the program, including:

- interpretive theories of social organization
- educational politics and policy
- the finance and economics of education
- program development, evaluation, and change
- understanding personnel and personal action
- collective bargaining and law

The foundation of the program lies in the first area – study of organizations through interpretive theory – but students may elect to expand this study into other areas.

DEPARTMENTAL REQUIREMENTS

Students normally begin the program with M.A. studies and move to the Ph.D. level. The M.A. is available through both full-time and part-time study.

Students moving to Ph.D. studies from the M.Ed. in educational administration may be admitted to an extended program after the completion of a Qualifying Research Paper. Students seeking to enter the M.A./Ph.D. program should contact the coordinator of the program to discuss how these requirements would be applied in particular cases. The general admission requirements for the M.A. and Ph.D. programs are set out on pages 11, 12, 37, and 40 of the Bulletin.

PROGRAM OF STUDY

M.A.

M.A. studies consist of:

1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1003 F,S,H Methods of Inquiry into the Social Realities of Schools

Additional elective courses to be selected with the advisor to support the student's thesis research; additional courses to meet requirements for length of study, normally a total of ten or twelve half-courses; a thesis.

Ph.D.

Ph.D. studies consist of at least two advanced courses in Educational Administration selected with the faculty advisor's approval from the following:

3001 Y Advanced Seminar in Educational Organization and Process
3002 F,S,H Advanced Seminar in Research on Educational Organizations
3013 F,S,H Dynamics of Organizational Behavior
3018 F,S,H The Politics of Education
3040 F Administrative Theory and

Educational Problems I: People and Power in Organizations

3041 F Administrative Theory and Educational Problems II: Analysis, Advocacy, and Action in Policy

At least one advanced course in research methodology such as:

3042 H Administrative Theory and Educational Problems III: Research Strategies and Methods

or another appropriate course; at least three elective courses selected with the faculty advisor to support thesis research; a thesis.

Note: Students entering Ph.D. studies from an M.Ed. program with specialization in educational administration must qualify by taking course 1010Y, Research Seminar in Educational Administration, and by completing a Qualifying Research Paper. In addition, such students will extend their Ph.D. studies to include courses 1001F,S,H and 1002F,S,H.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

Courses identified with an asterisk were formerly offered in the Department of Educational Planning.

1001 F,S,H THE SCHOOL AS A SOCIAL INVENTION

The school as a social invention: explorations of the experiences of schooling and how these are related to the organizational features of schools and personal ideologies, and the process by which people construe and interpret the social reality of schools. The theoretical orientation of the seminar provides a general framework for inquiry throughout the M.A.–Ph.D. program.

T. B. Greenfield and *R. I. Simon,* Regular Session

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE

Describing and critically understanding everyday school life: helping students assess and improve educational practice. A wide literature from the social sciences provides the source of ideas about school organization. The seminar requires intensive use of the student's school or organizational setting as an environment for study.

A. F. Brown, Regular Session

1003 F,S,H METHODS OF INQUIRY INTO THE SOCIAL REALITIES OF SCHOOLS

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration.

S. B. Lawton, Regular Session

1010 Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.

Note: Students who are completing their M.Ed. programs and are contemplating doctoral studies are encouraged to enrol in this full course.

Prerequisite: Completion of six half-courses, or equivalent.

S. B. Lawton, G. T. McLeod, S. Padro and staff, Summer Session and Regular Session

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the

administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis, T. B. Greenfield, D. F. Musella, and *J. G. Scott,* Summer Session and Regular Session

1016 F,S,H SCHOOL PROGRAM DEVELOPMENT AND IMPLEMENTATION
An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
J. E. Davis, D. F. Musella, and *R. I. Simon,* Summer Session and Regular Session

1017 F,S,H EDUCATIONAL FINANCE
Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff, Summer Session and Regular Session

1018 F,S,H THE POLITICAL ORGANIZATION OF EDUCATION
Educational administration and instruction will be explored as political processes. Topics will include the teacher and political action, the principal and interest groups, the politics of curriculum development, and education's relation to political change. Opportunities will be provided for practice in political analysis as well as brokering and advocacy. A primary focus will be professional and public involvement in different levels of governance in present-day Ontario education.
R. G. Townsend and staff, Summer Session and Regular Session

1021 F,S,H RETRIEVAL OF KNOWLEDGE IN EDUCATION
An introductory course in bibliographic research methodology in education. Its purposes are to develop in educational practitioners and researchers the skills to identify and clarify their information needs; to familiarize them with the variety and quantity of resources in education available to them; to teach them how to formulate search strategies to retrieve information effectively; to help them to choose from and evaluate resources from the vast quantities of information available. This course will be especially valuable to those involved in writing reports, theses, or Qualifying Research Papers.
Staff, Regular Session

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION
This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institu-

tion within a social setting.
Staff, Summer Session and Regular Session

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
M. P. Robbins and staff, Summer Session and Regular Session

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT

This course examines school processes and their effects on student achievement. Such factors as the academic climate of the school, streaming, contextual social status, instructional time, and home background characteristics are examined. Particular emphasis is placed on the factors over which the administrator has control or influence.
M. Holmes, Regular Session

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
S. B. Lawton, Regular Session

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session and Regular Session

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION

An exploration of the interrelationships among legal doctrine, legal processes, educational practice, and educational policy in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces

and the federal government, the primary focus is on the legal system of Ontario.
M. P. Robbins, Summer Session and Regular Session

1031 F,S,H SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
S. Padro, Summer Session and Regular Session

1033 F,S,H THE COLLECTIVE BARGAINING PROCESS IN EDUCATIONAL ORGANIZATIONS

This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations which illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both for those experienced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.
J. H. House and *M. P. Robbins,* Summer Session and Regular Session

1035 F,S,H ADMINISTRATION OF COLLECTIVE AGREEMENTS IN EDUCATIONAL ORGANIZATIONS

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
J. H. House and *M. P. Robbins,* Summer Session and Regular Session

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, E. S. Hickcox, G. T. McLeod, J. G. Scott, and staff, Summer Session and Regular Session

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the

financing of education in Ontario.
J. H. House, S. B. Lawton, R. G. Townsend, and staff, Summer Session and Regular Session

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1700 F* THEORIES OF MICRO EDUCATIONAL PLANNING

An application of the concepts of planning to educational planning; an examination of the functions and range of activities of a planning office in a board of education and the relationship of planning decisions to political decisions.
Staff, Regular Session

1701 F,S* SCHOOL SYSTEMS: PLANNING PRACTICUM

The application of concepts of educational planning, town planning, and land use planning to the work of the school board planner. In this course students carry out a set of planning exercises which include such things as projecting enrolment and teacher supply/demand, preparing a long-range budget, estimating the effects of urban redevelopment, choosing school sites, and estimating the effects on a school system of proposed policy changes in the public sector. Students from outside Ontario may do some of the exercises for their own jurisdictions, but they must supply the appropriate statistics for their research.
Staff, Regular Session

1717 F,S* THE PLANNING OF EDUCATIONAL FACILITIES

This course is designed to acquaint educational decision-makers at all levels with the methods for estimating the need for and planning the development of facilities required for proposed educational programs. The interaction between educational policy changes, curriculum innovations, existing facilities, available resources, and the means and methods of implementation will be explored. Structural and institutional innovations required by policy changes will be investigated, and methodologies for dealing with all aspects of planning educational facilities will be surveyed.
Staff, Regular Session

1720 F,S* OVERVIEW OF THE FIELD OF EDUCATIONAL PLANNING

This course, which all full-time students with a planning emphasis must take in the first year of their program, is designed to provide a general introduction to the field of educational planning and a foundation for the other courses of the program.
E. H. Humphreys, Regular Session

1722 F,S* SYSTEMS APPROACHES AND APPLICATIONS TO EDUCATIONAL PLANNING AND DECISION-MAKING

An introductory overview of systems approaches to educational planning and decision-making. Topics to be covered include: systems theory and the systems approach, project planning and scheduling techniques, linear programming, game theory, simulation techniques, Markov Chains, cost-effectiveness analysis, and management information systems. Emphasis will be on concepts, structure, and the application of the techniques. The level of mathematical development of the topics will be minimal: a background of high school mathematics should suffice.
S. Padro, Regular Session

1723 F,S* APPLICATIONS OF SYSTEMS APPROACHES TO EDUCATIONAL PLANNING

The application of systems techniques to

address current issues in education at the institutional, regional, and national levels of educational systems. Topics such as organizational data collection and maintenance, implications of collective agreements, development of management systems, and long-range planning will be developed from a systems perspective. Examination of problem areas will emphasize in-depth analysis and implementation.
E. H. Humphreys, Regular Session

1733 F,S,H* PREPARATION FOR COLLECTIVE BARGAINING IN EDUCATION

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
E. H. Humphreys, Regular Session

3001 Y ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND PROCESS

Content is similar to that of 1001F,S,H, but at a more advanced level.
Prerequisite: 1001F,S,H.
Staff, Regular Session

3002 F,S,H ADVANCED SEMINAR IN RESEARCH ON EDUCATIONAL ORGANIZATIONS

Content is similar to that of 1002F,S,H, but at a more advanced level.
R. I. Simon, Regular Session

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; dialectics of leadership/influence, control/cathexis, consensus/conflict; reactions to organizational stimuli; discovery and development of personal constructs used as hidden determinants of person–person decisions. Readings and course projects are available under three headings: *(a)* the structure of organizational behavior, *(b)* some dynamics of models derived from personal construct theory, *(c)* designing organizations for individuals.
A. F. Brown, Regular Session

3017 F,S,H ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.
Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.
Staff, Regular Session

3018 F,S,H THE POLITICS OF EDUCATION

An advanced seminar on the politics of education at the local, provincial, and federal levels. Areas of study will include those introduced in 1018F,S,H, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.
Prerequisite: 1018F,S,H or permission of the instructor.
R. G. Townsend, Regular Session

3021 F,S,H DISSEMINATION AND UTILIZATION OF KNOWLEDGE IN EDUCATION

This course will examine current theories and practices of knowledge dissemination and utilization in education, with particular reference to their use in meeting the needs of educational practitioners. Aimed at educational practitioners and researchers, the course will introduce them to recent developments in information delivery techniques from the viewpoint of the user; heighten their awareness of the complexity of information communication and the diversity of the parties involved; and help them to become effective "knowledge linkers" within the profession.

Prerequisite: 1021F,S,H or permission of the instructor.
Staff, Regular Session

3040 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I: PEOPLE AND POWER IN ORGANIZATIONS
3041 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II: ANALYSIS, ADVOCACY, AND ACTION IN POLICY
3042 H ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III: RESEARCH STRATEGIES AND METHODS

These three seminars are designed to shape inquiry throughout the Ed.D. program. Included among the areas of study are: organization theory and administrative behavior, policy formulation and implementation, and research and development techniques.

Ed.D. students in Educational Administration must enrol in all three seminars concurrently. Prerequisite for other students: Enrolment at the doctoral level and permission of the instructor of the particular course.
J. G. Scott, T. B. Greenfield, S. B. Lawton, G. T. McLeod, and *R. G. Townsend,* Regular Session

3044 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
J. G. Scott and *E. S. Hickcox,* April through Summer Session

3045 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044F,S,H.
J. G. Scott and *E. S. Hickcox,* April through Summer Session

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

3711 F,S* SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING

The course will introduce students to concepts and applications of simulation techniques useful for educational decision-making and policy analysis. The course will include simulation model design and evaluation. A variety of materials, both manual and computer-based, will be utilized in the course for demonstration of the approach to problem-solving and policy analysis.
S. Padro, Regular Session

3721 A,B,Y* TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Administration, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students with a planning emphasis. While this course has been designed for these students, students in a Ph.D. program may be considered where background and program needs are appropriate.

Prerequisite: Permission of the instructors.

E. H. Humphreys, S. Padro, and staff (offered as required)

3722 A,B,Y* TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721A,B,Y. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students with a planning emphasis.

E. H. Humphreys, S. Padro, and staff (offered as required)

The following courses are of particular relevance to educational administration and to the four areas of emphasis referred to in the M.Ed. program description:

Adult Education: 1100F,S,H, 1101F,S,H, 1105F,S,H, 1106F,S,H

Applied Psychology: 1215H

Curriculum: 1300F,S,H, 1302F,S,H, 1305F,S,H, 1306F,S,H, 1308/2308F,S,H, 1358F,S,H, 1360F,S,H, 1378F,S,H, 3308F,S,H, 3360F,S,H

Higher Education: 1803Y, 1805F,S,H, 1806F, 1807S, 1809F, 1814F,S,H, 1815F,S,H

History and Philosophy of Education: 1403F,S,H, 1417F,S,H, 1424F,S,H, 1428F,S,H, 1434F,S,H, 1443Y, 1456F,S,H, 3426H, 3427H, 3428F,S,H

Measurement, Evaluation, and Computer Applications: 1525H, 1610F,H, 1659F,S,H

Sociology in Education: 1902F, 1903F, 1907F, 1909F, 1929S, 1960F, 1970S, 1972F, 3902F

Special Education: 1294F,S,H

Educational Planning

As a consequence of the ongoing administrative reorganization within OISE, the decision has been made to discontinue the Department of Educational Planning as a separate administrative unit, effective July 1, 1982, and to relocate planning as a subspeciality in several other departments. After July 1, members of the Educational Planning faculty, and the principal program elements of the department, will be relocated in departments with subspecializations in planning, primarily Adult Education, Higher Education, and Educational Administration.

New students interested in educational planning should indicate in their application for admission which department suits their specific program needs and specify these particular program needs. (See items *(f)* and *(g)* respectively in the section on application procedures, page 11 of this Bulletin.)

The new administrative locations of current Educational Planning faculty will be as follows:

Joseph P. Farrell, Adult Education
Betty B. Macleod, Adult Education
David N. Wilson, Adult Education
Edward H. Humphreys, Educational Administration
Susan Padro, Educational Administration
John W. Holland, Higher Education
Saeed Quazi, Higher Education
Cicely Watson, Higher Education
George S. Tracz, Measurement, Evaluation, and Computer Applications
Madan L. Handa, Sociology in Education

Courses available to students interested in educational planning are listed with 17 and 37 as the initial digits in the course numbers under the departments of Adult Education, Higher Education, and Educational Administration.

Higher Education Group

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Associate Professor, and Acting Chairperson of the Department
(economic aspects of education; theory and principles of economics applied to education; manpower policy and human resource development; education and employment; retrenchment in higher education; the scope and limits of higher education)

Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed:
CICELY WATSON, *Ph.D. (Harvard)*
Professor
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

BERTRAND L. HANSEN, *B.A. (Ohio State)*
Associate Professor
(decision-making processes in postsecondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(public finance and educational policy; comparative education)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, cross-appointed from Sociology in Education

CHARLES E. PASCAL, *Ph.D. (Michigan)*
Professor, and Executive Head of Graduate Studies, OISE
(design and evaluation of instructional systems; staff development)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education, philosophy of science, philosophy of language, theory of knowledge, and philosophy of research traditions)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director
(institutional and systems planning; forecasting techniques; manpower planning)

RICHARD J. STORR, *Ph.D. (Harvard)*
Professor Emeritus, York University

UNIVERSITY OF TORONTO CROSS-APPOINTMENTS:

P. NIALL BYRNE, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education, cross-appointed from the Faculty of Education, University of Toronto; and University of Toronto Historian

DANIEL W. LANG, *Ph.D. (Toronto)*
cross-appointed from the University of Toronto, Assistant Vice-President and Director of University Planning and Analysis

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

PROGRAMS OF SPECIALIZATION

The study of Higher Education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada and abroad. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development). A small department such as the Higher Education Group cannot, of itself, offer concentrations in all such areas of interest. It is expected, therefore, that Higher Education students will take a portion of their programs in departments offering other specializations in fields related to higher education.

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in education with specialization in Higher Education. The general requirements for these degrees are outlined on pages 35 to 42 of this Bulletin.

Students in all programs are required to become familiar with what may be called the educational foundations of schooling and of higher education. Applicants with advanced degrees in fields other than education may be required to take at least two half-courses in the history, philosophy, psychology, or sociology of education. These would be prerequisite for Ed.D. admission and might be added to the program in the case of Ph.D. students.

CERTIFICATE PROGRAM IN HIGHER EDUCATION

The program is designed to assist persons who occupy administrative positions below the level of middle and upper management in postsecondary institutions (e.g., administrative assistants, officers, senior secretaries, etc.) who are either inadmissible to degree programs or unable to devote the time required to complete a graduate degree. It includes: *(a)* a systematic orientation to the full range of problems which relate to postsecondary education; *(b)* an opportunity to develop specific research skills which are relevant to the areas of administration in which the students are interested.

Students participate, on a part-time basis (work equivalent to one half-course per term), over a period of two years.

This program has three parts:

(a) A course entitled Basic Issues in Postsecondary Education, which is modelled on 1803Y. This is taken during the first year and is designed to acquaint the student with the literature of the field. Attention is also paid to the problems of presenting written assignments. This course will be offered after hours.

(b) A regular OISE half-course, generally in Higher Education, selected by the student in consultation with the program coordinator. This course is normally taken in the first term of the second year.

(c) A practicum in which the student, under the joint direction of a supervisor, the student's institution, and one of the Higher Education Group faculty, will carry out a research project on a topic of interest and concern to both the student and the institution.

For further information or application, please contact: Coordinator, Certificate Program, Higher Education Group, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent. Students with relevant experience but without appropriate teacher certification are required to take ten half-courses, two of which will be general foundations courses. Normally all M.Ed. students must take 1803Y, and four of the remaining courses will be chosen from among those offered by the Higher Education Group.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course credits granted for teacher training and certification) will also be required to take 1803Y as their first course. In the individual case a student with a highly relevant four-year undergraduate degree may be considered for some reduction in the program requirements. The remaining program will be designed individually with each student. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 12 and 39 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or an M.A. in Education, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible;

(d) an example of recent writing (e.g., a report, an article, a master's thesis).

Program and Pattern of Study

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree. They normally will include 1803Y and four other half-course equivalents in Higher Education;

(b) a thesis reporting the results of a study, the emphasis of which may be either theoretical or applied;

(c) a minimum of two consecutive terms of full-time study: Fall and Spring *or* Spring and Fall. Candidates are encouraged to complete part of their course requirements by part-time study before entering their residence year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses beyond the relevant M.A. degree or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), one of which shall normally be 1803Y. A thesis is required.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F THE HISTORY OF HIGHER EDUCATION IN CANADA: AN OVERVIEW

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.

R. S. Harris

1802 S RESEARCH SEMINAR IN HIGHER EDUCATION IN CANADA

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the

prerequisite of 1801F may be waived.
R. S. Harris

1803 Y RECURRING ISSUES IN POSTSECONDARY EDUCATION

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
C. Watson and *I. Winchester*

1805 F,S,H THE COMMUNITY COLLEGE

An examination of the development of non-degree-granting institutions and an analysis of the problems which face such institutions.
C. Watson

1806 F SYSTEMS OF HIGHER EDUCATION

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
C. Watson and *J. R. Mallea* (not offered in 1982/83 but offered in 1983/84)

1807 S SYSTEMS OF HIGHER EDUCATION: PRACTICUM

By means of a set of exercises students will review planning principles and techniques using data relating to Ontario's system of universities and colleges. Each student will then prepare a long-range plan for the solution of a tertiary-level system problem. For this paper, students wishing to use the example of some system other than Ontario's must ensure that appropriate statistics are available.

Prerequisite: 1806F.
Staff (not offered in 1982/83 but offered in 1983/84)

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
B. L. Hansen

1811 S INSTITUTIONAL RESEARCH AND PLANNING

A study of the practice of institutional research and planning in colleges and universities. A practicum with an institutional focus which is parallel to the practicum with a systems focus (1807S above).

Prerequisite: 1809F.
B. L. Hansen and staff

1812 F,S,H EDUCATION AND THE PROFESSIONS

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.

This is a seminar, taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.
C. Watson

1813 F,S,H RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
J. W. Holland and *I. Winchester*

1814 F,S,H CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION

A study of the logic and current

practices related to curriculum design in postsecondary educational institutions.
Staff

1815 F,S,H TEACHING IN INSTITUTIONS OF HIGHER EDUCATION

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

1816 F,S,H CONCEPTIONS OF LEARNING IN HIGHER EDUCATION

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
Staff

1818 F,S,H EDUCATIONAL DEVELOPMENT: STRATEGIES FOR ENHANCEMENT OF THE EDUCATIONAL PROCESS IN POSTSECONDARY INSTITUTIONS

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
C. E. Pascal

1820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1821 F,S,H THE SCOPE AND LIMITS OF HIGHER EDUCATION

This course will examine the scope and limits of the postsecondary education system in relation to the range of educational programs and experiences which could be offered by postsecondary institutions and which are offered by competing agents, such as business, media, non-accredited institutions, learning exchanges, religious foundations, etc. Particular attention will be given to the question of why certain areas of study are provided in postsecondary institutions and not other areas, and how this mix changes over time.
M. L. Skolnik

1822 F THE IDEA OF THE UNIVERSITY

An examination of leading concepts of the primary nature of the university as an institution of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries. A seminar involving selected readings.
I. Winchester and *J. R. Mallea*

1823 S RESEARCH SEMINAR IN THE IDEA OF THE UNIVERSITY

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1822F may be waived.
I. Winchester and *J. R. Mallea*

1848 S ISSUES AND INNOVATIONS IN GRADUATE EDUCATION

This course will be a seminar on major problems confronting contemporary graduate education in general and on their possible solutions, OISE being considered as a particular case. Issues to be considered in comparative and historical perspective include: access and admissions, advising, residence, administration, curricular structure, the context of graduate education and relations to external communities,

assessment of students and faculty, classroom organization, degree and non-degree programs, fiscal concerns, relationship between teaching and research, etc. Participants will prepare and comment on "position papers" that review issues and assess alternative solutions.
I. Winchester (not offered in 1982/83)

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1820F,S,H.
Staff

3840 F,S,H ADVANCED SEMINAR IN THE ECONOMICS OF HIGHER EDUCATION

This course will involve in-depth study of topics of particular relevance in the economics of higher education, combining lectures with student seminar presentations. The topic will be announced at the beginning of each year. For 1982/83, the course will address the problems of financial retrenchment in higher education in North America with particular emphasis on Ontario. The first part of the course will involve lectures and workshops on the nature of the resource constraints facing higher education; the alternative approaches to coping with retrenchment; government and institutional responses to retrenchment; and retrenchment and manpower, including implications for collective bargaining, staffing, and institutional relations. The second part will involve case studies carried out by students.
M. L. Skolnik

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852F,S,H but at the doctoral level.

TRANSITIONAL ARRANGEMENTS FOR EDUCATIONAL PLANNING COURSES

The following courses, which were formerly listed under the Department of Educational Planning, will now be offered by the Higher Education Group. These courses have always had a substantial focus on higher education, and are oriented to serve the needs and interests of both students who are completing programs in Educational Planning *and* students in Higher Education who wish to study the economic and manpower aspects of higher education.

1703 F EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

This course examines the relationship between education and economic activity at both the micro and macro levels. Topics covered include the investment aspects of education and human resource development; the contribution of education to economic growth, productivity, and individual earnings; and the role of economic considerations in individual and social decisions about education. Special attention is given to Canadian material.
M. L. Skolnik and staff

1706 F PUBLIC FINANCE AND EDUCATIONAL PLANNING

Public finance will be used as the frame of reference for studying allocation, distribution, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and

as the salient feature of the environment for educational policy-making.
J. W. Holland

1712 S,H MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the principles, methodologies, and issues associated with relating educational planning to projections of manpower requirements. Topics covered include the determinants of the supply of and demand for educated manpower, unemployment and underemployment of graduates, occupational shortages, manpower retraining and adjustment to technological change, and methodologies for forecasting occupational requirements.
M. L. Skolnik

A number of courses offered by other OISE departments are acceptable in fulfilment of the requirements in Higher Education and for prerequisite work for Higher Education degree programs. For information, consult the staff of the Higher Education Group.

History and Philosophy of Education

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor, and Chairperson of the Department
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

CLIVE M. BECK, *Ph.D. (New England)*
Professor
(philosophy of values; values education; values in adulthood; religious education; curriculum development and implementation)

DWIGHT R. BOYD, *Ed.D. (Harvard)*
Associate Professor
(moral education; ethical issues in education; interface between philosophy and psychology; philosophical issues related to gender in education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(history of Canadian education; teacher education; development of educational research)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Educational Administration
(alternative schools and programs; the culture of the school; critiques of society and schooling)

DAVID LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor
(education in early modern and modern European history; twentieth-century German history; intellectual history and women's history)

ALISON PRENTICE, *Ph.D. (Toronto)*
Associate Professor
(history of Canadian education; nineteenth-century educational history; women's history and education; history of American education)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Associate Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education

M.A. in History and/or Philosophy of Education

Ed.D. in History and/or Philosophy of Education

Ph.D. in History and/or Philosophy of

Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within history/philosophy of education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an intitial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, four of which must be taken in History or Philosophy of Education. Students wishing a program in *both* History and Philosophy of Education must take a minimum of *five* half-courses in this department.

The department is flexible in the arrangement of programs of study, in cooperation with other departments, to meet the special interests of individual students. Thus M.Ed. students may find related courses in other OISE departments as well.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Candidates who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a one-year M.A. program.

Candidates who hold a four-year bachelor's degree with a major in certain related fields (e.g., Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics) may also be considered for admission. In such cases, an assessment of the candidate's academic background and its relevance to the proposed program of graduate study will be made in order to determine the number of additional courses required for the M.A. program in this department. These additional courses will extend the length of the M.A. program beyond the minimum of one year.

One-Year Program Leading to the M.A. Degree

Program requirements consist of:

(a) Six half-courses, or the equivalent, as follows:

- at least four half-courses in the Department of History and Philosophy of Education;
- normally, at least one half-course to be taken in another department of OISE or in another graduate department of the School of Graduate Studies;
- one half-course, which may be taken in the Department of History and Philosophy of Education or in other departments of OISE or the School of

Graduate Studies.

(b) A thesis.

Note: Any students planning to proceed directly to a Ph.D. program and/or to receive the M.A. degree at the Fall convocation should plan their thesis research and writing so as to enable them to present the final draft of the thesis to the committee *not later than September 1*. This means that such students may need to work full-time on the thesis during the summer months. Students who are unable to meet this deadline should see page 23 for regulations on Dual Registration.

Part-Time Program Leading to the M.A. Degree

Program requirements are identical to those of the one-year program above but course requirements will be spread over more than one year. See page 38 regarding time limits for degree completion.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take prerequisiste courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see pages 12 to 13 and 39), applicants to this department must show evidence that they have made an independent contribution to problem areas encompassed in their professional roles and that they are able to identify a significant research and/or development problem.

As part of their application to the Ed.D. program, applicants must submit a brief statement clearly outlining the area and nature of their study or research interests. Unless travel costs make it prohibitive, applicants are expected to be interviewed by faculty about their program interests before being recommended for admission. They may also be requested to submit a sample of previous written work (thesis, essays, etc.) in support of their application.

The Ed.D. in this department is a highly individualized degree. The student and his/her faculty advisor(s), in a series of conferences, will jointly work out a program of study.

The normal requirements (some variation in the sequencing of study may be permitted for individual candidates) for the program are as follows:

(a) Two half-courses taken on a part-time basis prior to the resident year of full-time study.

(b) Two Ed.D. seminars (courses 3490F and 3491S) taken during the resident year (which is two consecutive academic terms of full-time study).

(c) Two Ed.D. practica (courses 3494H and 3495H) taken either during the resident year or following the resident year on a part-time basis. In some cases other practically oriented courses in the department may be substituted for one or both practica if deemed appropriate for the student's program needs.

(d) Two further elective half-courses taken either during the resident year or on a part-time basis.

(e) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focusses more directly on practical problems. Considerable flexibility in the nature and

design of the thesis is permitted.

Four of the eight half-courses required for the Ed.D. program are normally taken during the resident year. With the faculty advisor's approval, a student may take a maximum of six half-courses during the resident year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. program (counting the one-year program for the M.A. as Year 1)

The Ph.D. degree requires two years of full-time resident study beyond the M.A. program. Candidates who hold an M.A. degree from this department or an equivalent master's degree in history or philosophy of education from another university may be admitted directly to the second year of the three-year Ph.D. program. If the master's degree from another university does not include a thesis, the candidate must satisfactorily complete a Qualifying Research Paper as a prerequisite to admission.

Candidates with an M.A. degree in History or Philosophy or in certain related fields who have not undertaken formal graduate study in education will be required to take some courses in education either before entering the second year of a three-year Ph.D. program or as additional courses during their resident years. The number of prerequisite or additional courses will be determined through an assessment of the candidate's previous studies at the graduate level. Sometimes courses in history or philosophy or in other related fields may be counted as education courses for this purpose if they deal with educational concerns.

The normal requirements for this program are as follows:

(a) A major consisting of four half-courses, normally (but not necessarily all) in History and/or Philosophy of Education.

(b) A first minor consisting of two half-courses, normally (but not necessarily) in History and/or Philosophy of Education.

(c) A second (or outside) minor consisting of two half-courses, or the equivalent, which may be taken in other departments of OISE or in the graduate departments of History or Philosophy or in some other graduate department of the School of Graduate Studies.

(d) A thesis.

In many cases, students may be allowed credit for two of the above eight half-courses on the basis of appropriate courses already completed in a previous graduate degree program. Students should, however, ensure that the courses selected for the doctoral program provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrolments would preclude this.

Although the following courses are listed in the Bulletin, not all are offered in any given year. An element of uncertainty is caused by members of staff going on sabbaticals or leaves of absence, or being seconded to other appointments. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies, or in the Department of History and Philosophy of Education.

1401 F,S,H HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)
Studies in the history of education from the Renaissance to the Enlightenment. In particular this course will study humanism as it emerged in fourteenth-century Italy and became the dominant intellectual movement of the Renaissance and the foundation of educational theory in early modern Europe.
R. R. Pierson

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION
Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson

1403 F,S,H HISTORY OF EDUCATION IN CANADA
Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404F,S,H and 3403F,S,H.)
W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS
This is a continuation of 1403F,S,H. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.
Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1406 F,S,H HISTORY OF EDUCATION IN COLONIAL CULTURES
An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses.
Staff

1407 F,S,H MASS EDUCATION IN ENGLISH HISTORY
The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H ELITE EDUCATION IN ENGLISH HISTORY
The upper classes in Britain developed an educational system which served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have

been made to "democratize" elite institutions.
D. Levine

1409 F,S,H EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements. This course examines various antithetical factors in the history of adult education; communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.
Staff

1410 F,S,H HISTORY OF AMERICAN EDUCATION: THE COLONIAL PERIOD TO THE LATE NINETEENTH CENTURY

An exploration of American educational patterns, ideas, and practices, with special emphasis on their origins in the European past and in the social, economic, and political history of the colonies and early republic, and on the nineteenth-century transition to universal schooling.
A. Prentice (may not be offered in 1982/83)

1411 F,S,H HISTORY OF AMERICAN EDUCATION: THE NINETEENTH AND TWENTIETH CENTURIES

Issues in the modern history of American education. This research-oriented course will focus on the transition to modern educational practices in the United States, with special emphasis on the issues raised by the schooling of religious, racial, class, and ethnic minorities, the education of women, and patterns of educational reform.
H. Troper

1412 F,S,H EDUCATION AND CULTURAL CONTROVERSY

The aim of the course is to examine the present and potential role of education in multicultural societies and, in particular, Canadian society. Special attention is paid to the social and political controversies surrounding issues such as minority schooling and the language of instruction.
Staff

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION

This seminar course will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teacher, parent, student, and other special interest groups will be examined in relation to the development of education in Canada.
W. Brehaut

1418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION

The question of women's equal access to education has figured importantly in theories of women's emancipation, just as an assumed or proposed limitation on women's education has occupied an important place in ideologies of women's inferiority. This course will examine some of the major feminist and anti-feminist theoretical writings from the sixteenth century to the present.
R. R. Pierson

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H SOCIAL HISTORY AND EDUCATION

The implication of social history for contemporary social studies and history instruction. The course will explore approaches to integrating the concepts, methods, and themes of social history into social studies and history courses.

Prerequisites: Four of the following, or permission of the instructor: 1421F,S,H, 1422F,S,H, 1423S,H, 1426F,S,H, 1427F,S,H, 1428F,S,H, 3420F,S,H, or 3428F,S,H.
Staff (alternate years; not offered in 1982/83)

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: I

An investigation of the social, political, economic, and ideological trends that have affected the role, status, and education of women in Europe and North America since the Renaissance.
A. Prentice

1422 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1423 S,H EDUCATION AND FAMILY LIFE IN NINETEENTH-CENTURY CANADA

This course has been designed as a continuation of 1422F,S,H. It will be offered in the Spring term and it is hoped that students in the course will already have taken 1422F,S,H or received permission of the instructor. This course will focus on primary research and will be particularly concerned with the utilization of census records as a way of studying the connections between family and education in the larger social context.
D. Levine

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION

A historical overview of the educational work undertaken by social service organizations or movements generally regarded as outside the formal school structures of the community is combined in this seminar with an in-depth examination of one such organization or movement in the Toronto area. Available primary material will be used as the basic research source. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. Troper

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA

An investigation of the history of women in Canada, stressing the political, economic, and social developments which formed the background to changing patterns in women's education and women's role in education. This course is best taken in conjunction with 1421F,S,H, but may be taken independently.
A. Prentice

1427 F,S,H THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT

An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological

change on native societies and their education.
Staff

1428 F,S,H IMMIGRANT AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. Troper

1430 F,S,H PHILOSOPHY OF MIND IN EDUCATION

An advanced seminar and tutorial course in which students are encouraged to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.
E. C. Olsen

1431 F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430F,S,H, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.
E. C. Olsen

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430F,S,H or 1431F,S,H except by permission of the instructor.
E. C. Olsen

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION

This course focusses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen

1434 F,S,H POLITICAL THOUGHT AND EDUCATION

A general introduction to political thought and social theories significant for education. Topics: the liberal, Marxist, and socialist tradition. Ideas of liberation: Marxism, the Third World, feminism. Relation of these ideas to concepts of schooling and education. Revolution, reform, and education. 1434F,S,H is not a prerequisite for 1435F,S,H, but both courses discuss related issues.
D. Misgeld

1435 F,S,H DEMOCRACY AND EDUCATION

A discussion of social and ethical issues as they arise out of contemporary social and political as well as educational theory. Political theory and social movements. Norms and social reality: an examination with reference to contemporary developments. The challenge to long-standing value beliefs by the Third World and by women. The crisis of industrial society and mass democracy as a context. Implications for social reform through education.
D. Misgeld

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS IN SOCIAL INQUIRY

A seminar course examining some developments in contemporary philosophy and social theory which analyse the relation between ideology, science, rationality, and social practice. The overall framework will be derived from the critical theory of society, Habermas in particular, and Marxism. Other kinds of inquiry emphasizing the social features of knowledge, such as the phenomenology of Schuetz, ethnomethodology, and the philosophy of ordinary language, will be discussed. Freire's program of an "education for critical consciousness" is to be examined in terms of these discussions.
D. Misgeld

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1438 F,S,H ETHICAL ISSUES IN EDUCATION

This course focusses on selected moral and value issues embedded in educational practices, policies, and theories. Among the topics considered will be: liberal versus utilitarian conceptions of education; the content of the curriculum at elementary and secondary levels; school organization and atmosphere; ideological and class dimensions of schooling; "soft" versus "hard" pedagogy; school discipline; parent and student participation in decision-making; relations between school, home, and community; the future of public education; schooling in Third World countries. Where appropriate, concrete proposals will be developed for the practice of education in Ontario and elsewhere.
C. M. Beck

1439 F,S,H GENDER AND EDUCATION: PHILOSOPHICAL ISSUES

This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involving the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, sex education in the context of generational and cultural differences.
D. Boyd

1441 F,S,H MORAL EDUCATION

This course considers theoretical issues

in moral education within the context of an examination of selected contemporary approaches. Such issues as the following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.
D. Boyd

1443 Y VALUES EDUCATION PRACTICUM

The purpose of this practicum is to deal with some of the theoretical and practical problems arising in the conception, organization, design, teaching, and evaluation of values education programs. Initially, this will involve the examination of contemporary theories of value, major approaches to values education, program organization, procedures, materials, and teaching strategies, and evaluation of discussions and programs. Thence the concepts and theories will be applied and tested by the members of the practicum in a variety of settings, such as elementary schools, secondary schools, special education classes, alternative schools, training schools, and adult groups. Throughout the practicum the focus will be on the problems and concerns of the members of the practicum.
J. A. Eisenberg

1445 F,S,H INDIVIDUALS, SOCIETY, AND EDUCATION: AN EXISTENTIALIST APPROACH

An examination of existential philosophy in relation to social thought. Topics will include: concept of self, identity, life history; notions of institutional order and constraint; the meaning of the existentialist protest against institutional alienation. Modern contemporary education will be used as an example to illustrate these issues.
D. Misgeld

1449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; as well as related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL
Description as for 1452F,S,H above.

1455 F,S,H THE CULTURE OF THE SCHOOL
Interpretations of everyday school life from the perspectives of teachers, students, and researchers will be discussed. The tensions between individual needs and concerns of individual students and teachers and the demands of institutional life constitute a central theme. The relationship of school culture to contemporary North American culture is another theme.
M. A. Levin

1456 F,S,H ALTERNATIVE SCHOOLS
An introduction to the philosophy and recent history of free schools and tax-supported public alternatives. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1457 F,S,H ANARCHIST AND LIBERTARIAN CRITIQUES OF SCHOOLING
A critical analysis of anarchist and libertarian writings on education, particularly in relation to the State, from the eighteenth century to the present. Among the writings to be considered are those of Godwin, Tolstoy, Neill, Goodman, Friedenberg, Holt, and Illich. The relationship of these ideas to the "free school" movement of the 1960s will also be considered.
M. A. Levin

1458 F,S,H PROGRESSIVE EDUCATI
AND ITS CRITICS
An in-depth consideration of the ba
principles of "progressive education
set forth by John Dewey and elabor
by his followers in the liberal/progr
sive tradition. Critiques of progressi
educational principles and practices
traditionalists, libertarians, and rad
neo-Marxists will also be discussed.
M. A. Levin

1459 F,S,H CREATIVITY AND
EDUCATION
The theoretical frameworks of scho
programs for gifted students at the
secondary level will be studied and
related to more general theories of
creativity. Through consideration o
views of such writers as Hanson, K
Popper, Koestler, May, Bergson, Le
Bruner, and others, the meaning an
nature of creativity will be studied
related to the concepts of discovery,
innovation, invention, development,
problem-solving. Conceptions of cre
ity as applied in various disciplines
history, law, literature) will also be
analysed and their applications in s
programs examined.
J. A. Eisenberg

1464 F,S,H CANADA AND
UNDERDEVELOPMENT
A seminar course including the foll
ing topics: the nature and process o
underdevelopment; the relationship
between rich and poor countries;
Canada as both an underdeveloped
a developed nation; education as a t
for underdevelopment; the nature a
content of Canadians' understandin
underdevelopment.
Staff

1480 F,S,H RELIGIOUS EDUCATION
An examination of major concepts

in religious education today. The
will explore the nature and
cance of religion as a phenomenon
nan life; its place in the schools,
ublic and private, of a pluralistic
y; and approaches to religious
tion, including style of teaching,
r–student attitudes, problems of
ntary and high school years,
ing class sessions, etc.
Beck

F,S,H HISTORY OF EDUCATION IN ANADA: ADVANCED LEVEL

ive study of the historiography of
lian education and of problems of
n to advanced students working in
ea.
equisite: Permission of the
ctor.
ehaut

F,S,H URBAN SOCIAL TRUCTURE: MODES OF ISTORICAL ANALYSIS

roduction to the empirical
is of social structure in history,
mphasis on theoretical and
dological questions, and consider-
of the implications of historical
analysis for school curricula.
ine

F,S,H THE HISTORY OF WOMEN ND EDUCATION: II

n and education in nineteenth-
entieth-century Europe and
America. This course will focus
ent developments and current
ms in historical research in this

equisite: 1421F,S,H or permission
instructor.
ntice

F,S,H EDUCATION AND FAMILY IFE IN THE MODERN WORLD: II

ourse is designed as a follow-up to
,S,H. It is intended for students
re interested in pursuing the
cal study of education and family
life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focussed upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: 1422F,S,H or permission of the instructor.
D. Levine

3424 F,S,H ONTARIO EDUCATION

A seminar focussing on recent research in Ontario educational history, emphasizing the social and political context of educational change. Students will be involved in a research project.

Prerequisite: 1403F,S,H or permission of the instructor.
A. Prentice

3426 H THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A seminar course which will examine the following questions: Does Canadian political culture possess a unique history? How is it differentiated from other political cultures, above all that of the United States? How does political socialization occur? What are the main agencies of Canada's political socialization process? How important is schooling as a socializing agent?
Staff

3427 H RESEARCH SEMINAR IN THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A research seminar based on topics covered in 3426H. A logical extension of 3426H in the first term, or by permission of the instructor.
Staff

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the

historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1428F,S,H, or permission of the instructor.
H. Troper

3436 F,S,H AESTHETICS AND EDUCATION

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.
Staff

3441 F,H RESEARCH SEMINAR IN MORAL EDUCATION: PART I
3443 S,H RESEARCH SEMINAR IN MORAL EDUCATION: PART II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.
D. Boyd

3444 F,S,H HERMENEUTICS AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

A seminar course studying the hermeneutical philosophy of Gadamer, Ricoeur, Habermas. Topics: Hermeneutics as a foundation of the humanities, a philosophy of history, and a philosophy of language. The centrality of the concept of interpretation. The hermeneutical appraisal of psychoanalysis as a critical and interpretive science. The hermeneutical appraisal of the concept of ideology. The concept of education in hermeneutical philosophy.

Prerequisites: Background in the philosophy of language, or critical theory, or phenomenology, or phenomenological and ethnomethodological sociology.
D. Misgeld

3445 F,S,H ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, and confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; and the nature of scientific revolutions.

Prerequisite: Consultation with the instructor.
I. Winchester

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
Staff

3447 F,S,H COMPETENCE, DEVELOPMENT, MATURITY: PHILOSOPHICAL PROBLEMS IN THE STUDY OF CHILDREN'S CULTURE AND EDUCATION

This course focusses on interpretive approaches to studies of the child. The use of theories of linguistic and cognitive competence to articulate the child/adult relationship will be considered. In particular, the concept of rationality employed in competence theories will be contrasted with conceptions of rationality developed in interpretively oriented social theories. On the basis of this contrast, possibilities for reconceiving the child/adult relationship will be explored.
D. Misgeld

3448 F,S,H THEORY AND PRACTICE: THE RATIONALITY OF PRACTICAL INQUIRIES IN EDUCATION

A seminar course intended to bring together philosophers and sociologists with knowledge of phenomenology and/or ordinary language philosophy or ethnomethodology. Philosophical and sociological theories of practical reasoning will be studied. Various criteria for the rationality of practical action will be examined and critically turned against the idea that criteria of rationality can be formulated without considering how they are applied in daily situations of discourse and action. The import of these ideas will be indicated for the area of policy deliberation (in education) as a type of practical deliberation. The Marxist concept of theory and practice will be reinterpreted on the basis of the orientation outlined.

D. Misgeld

3451 F,S,H PROBLEMS ARISING IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

A problem course dealing with theoretical and related practical issues arising in the social studies, the social sciences, and education. All problems will be related to the central concern of *how* man and society (or all social phenomena) are to be studied. Specific problems will be determined by the members of the seminar. Probably considered in the program will be such topics as the nature of social inquiry; the notions of cause and causal responsibility in philosophy, law, and the social sciences; the nature and use of the case-study method in social inquiry as an alternative to generalized system building; social education and social change; and, finally, the relationship between "the logic of discovery," human creativity, and sanity.

J. A. Eisenberg

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453F,S,H but at the doctoral level.

3454 F,S,H PRACTICE OF PHILOSOPHICAL INQUIRY

Doctoral students will contribute substantial research papers related to their thesis topics for discussion in a seminar consisting of other doctoral students and philosophy faculty.

Staff

3456 F,S,H RESEARCH SEMINAR IN ALTERNATIVE EDUCATION

A seminar for students who wish to do and discuss research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed and major specific innovations in education will be considered.

Prerequisite: 1456F,S,H or permission of the instructor.

M. A. Levin

3464 F,S,H PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensively. Attention may focus on a particular problem or a particular region.

Staff

3480 F,S,H RELIGIOUS DIMENSIONS AND SOCIAL ETHICS

An analysis of social ethics and social policy questions in the context of different religious perspectives. The

progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
Staff

3490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

Description as for 3490F above.

3494 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494H.
Staff

Measurement, Evaluation, and Computer Applications (MECA)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor, and Chairperson of the Department
(educational measurement and evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Applied Psychology
(measurement for guidance and counselling; vocational theory and development)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis; logic of inquiry)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, cross-appointed to the Modern Language Centre within the Department of Curriculum
(computer-assisted instruction in first and second languages; minority-language education and Franco-Ontarian studies)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Associate Professor
(item banking; tailored testing; simulation techniques for evaluating problem-solving; physics, chemistry, and general science test development)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational outcomes)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, and Head, Educational Evaluation Centre
(data analysis; evaluation)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; personal computing)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(scaling theory and analysis of categorical data)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials for computer-assisted instruction; development of computer-assisted learning systems and languages; research in learner-controlled computer-assisted instruction)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Administration

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(non-numeric applications; programming exercises)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre, cross-appointed to Curriculum

(measurement and program evaluation)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(computing and information technology to support formal and informal instruction, research, and administrative systems in schools, colleges, and universities)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

RINA S. COHEN, *Ph.D. (Ottawa)*
Associate Professor in Measurement, Evaluation, and Computer Applications

IRVIN RUBINCAM, *Ph.D. (Toronto)*
Assistant Professor in Measurement, Evaluation, and Computer Applications and Project Manager, Learning Materials Development and Implementation Centre

HARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Measurement, Evaluation, and Computer Applications and Supervisor of Computing Services Group

PROGRAMS OF SPECIALIZATION

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. In order to provide depth of program, students must select a program of specialization in either Measurement and Evaluation or Computer Applications.

Measurement and Evaluation

The M.Ed. is designed primarily for teachers and other practitioners who are interested in measurement and evaluation techniques for education. Students admitted to a full- or part-time program are expected to choose, in consultation with their advisor, at least four half-courses in this specialty.

The department, in cooperation with the Department of Curriculum, also offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 36).

Applicants interested in more advanced training in practical applications should consider the Ed.D. specialization in educational evaluation. The program is designed for established practitioners in positions of responsibility in education. Applicants interested in the Ed.D. program in educational evaluation should write to the Graduate Studies Academic Secretary of this department for a copy of a special brochure outlining the requirements of the Ed.D.

The major orientation of M.A. and Ph.D. programs in measurement and evaluation is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory. The program also prepares students to use these methods and theories in the area of evaluation. Graduate study in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.A. students in a one-year master's program must take four half-courses within this specialty. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this specialty, they are advised to take the following courses: 1604H, 1670F, 1680F, and 3666F,S,H. Those students entering the regular Ph.D. program with M.Ed. or M.A. degrees from other universities or other OISE programs should have taken the equivalent of these four courses or plan to take them as part of their Ph.D. program. Ph.D. students ordinarily must take at least four 3600-level courses.

M.A. and Ph.D. students are expected by the end of their first year of residence to demonstrate competence in data processing. Successful completion of 1520F,S,H or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in certain aspects of matrix theory and calculus is expected of Ph.D. candidates.

Computer Applications
This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, courses 1500F,S,H and 1503F,S,H provide foundation knowledge and skills. Specific applications areas and methodology follow in other 1500-level courses. M.Ed. students must take a minimum of four 1500-level half-courses for a program in this specialty. Ed.D. programs include additional applications courses and research methodology courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500F,S,H, two computer applications specialty courses, and three half-courses from statistics and behavioral sciences appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in this and other departments of OISE and University of Toronto departments such as Psychology and Computer Science.

Beginning in the fall of 1982, skills in selected kinds of computer programming and in the use of selected computers will be required for some courses in computer applications. These skills may be acquired through short non-credit courses. Details should be obtained from the department secretary.

Off-Campus Courses in MECA
The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1982 Summer Session and the 1982/83 Regular Session for continuing students will be available from the Office of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

Departmental Requirements
(a) Students may be admitted to the Ed.D. or Ph.D. programs in either Measurement and Evaluation *or* Computer Applications, contingent upon satisfactory completion of a Qualifying

Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program.

(b) Applicants from outside Canada whose mother tongue is not English should note the requirement on page 17 of the Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted before the student leaves for the University of Toronto.

(c) Prospective Ed.D. candidates should not make arrangements for full-time resident study until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

(d) Students are not required to take the Miller Analogies Test or the Graduate Record Examinations but may submit results if they desire.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. This does not imply, however, that doctoral students cannot receive credit for 1500- and 1600-level courses, or that master's students cannot take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Course 1520F,S,H, is applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1503F,S,H, 1505F,H, 1517F,S,H, 1601F,H (Non-Credit), 1610F,H, 1611F,S,H, 1615S,H, 1659F,S,H, 1660F,S,H, 1666F,S,H, 3666F,S,H. Please consult the OISE course schedule for actual course offerings.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.
Staff

1501 F COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of Computer-Aided Learning: Computer-Assisted Testing, Computer-Managed Instruction, and Computer-Assisted Instruction. Specific topics change each year.
S. Churchill and *W. P. Olivier*

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An overview of the uses of computers in education and consideration of critical

issues of those uses. Recommended as the first or only course taken in this field. Topics are representative of the concerns of the other 1500-level courses. *Note:* No previous experience required. This is not a programming course; those seeking such skills should see the note about non-credit courses under the heading Computer Applications in the introductory section above.
R. S. McLean, R. G. Ragsdale, G. S. Tracz, and staff, Summer Session and Regular Session (daytime and after hours)

1505 F,H INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.
Prerequisite: 1503F,S,H.
W. P. Olivier

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming languages, data bases, and interactive systems primarily in curricula other than computer studies. Students will design an application in a curriculum area of their choice.
Prerequisite: 1503F,S,H.
R. S. McLean and *R. G. Ragsdale*

1516 F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

Topics include structured programming, psychology of computer programming, software science, and the use of programming assignments as a tool in non-computer curriculum areas.
Prerequisite: 1503F,S,H or permission of the instructors.
R. S. McLean and *R. G. Ragsdale*

1517 F,S,H PERSONAL COMPUTING AND EDUCATION

Applying inexpensive "personal" computers in educational settings and exploiting their unique capabilities. Influences on education of the widespread availability of computing outside school. Student projects will include the development of microcomputer projects applicable to education.
Prerequisite: Some elementary personal computer programming.
R. S. McLean

1520 F,S,H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.
Prerequisite: 1666F,S,H or permission of the instructor.
L. D. McLean and staff

1525 H THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not

fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A project-oriented seminar. Students will choose an application and study the design process of an appropriate interactive computer system, from feasibility study to implementation.

Prerequisite: 1503F,S,H, or 1517F,S,H.
R. S. McLean

3517 S EVALUATION AND MICROCOMPUTER-BASED CURRICULA

A critical evaluation of curricular material available for use with small computers in education. Evaluation techniques will be studied and evaluation instruments developed for this purpose.

Prerequisite: 1517F,S,H or equivalent experience.
R. S. McLean

3535 S SIMULATION MODELS OF COGNITION AND LEARNING

Information-processing models in the fields of perception, human memory, and language comprehension, and other topics such as artificial intelligence. Recent simulation techniques will be explored and some of the advantages and disadvantages of a simulation approach to psychological modelling will be discussed. Some introductory acquaintance with computers would be an asset.
Staff

3551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1551F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)

Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.
R. G. Ragsdale

MEASUREMENT AND EVALUATION COURSES

1601 F,H DESCRIPTIVE STATISTICS (Non-Credit)

Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S,H, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis and *A. Even,* Summer Session (first two weeks) and Regular Session (first five weeks)

1604 H ELEMENTS OF TEST THEORY

Classical test theory, generalizability theory, and latent trait theory. Related discussion of item analysis and test assembly, scoring, and equating.

Desirable background: Completion of or concurrent registration in 3666F,S,H, or equivalent.

R. E. Traub

1610 F,H INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; achievement, aptitude and other types of measures; marks and marking systems; the evaluation program; recent developments.

Prerequisite: 1601F,H (Non-Credit) or equivalent.

A. Even, S. B. Khan, and *R. G. Ragsdale*

1611 F,S,H EDUCATIONAL AND PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of standardized tests typically used by the guidance personnel in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in the administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Prerequisite: 1601F,H (Non-Credit) or equivalent.

S. A. Alvi and *S. B. Khan*

Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.

1612 F,S,H AFFECTIVE ASSESSMENT IN EDUCATION

Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing and projective techniques), scoring techniques, reliability, validity, educational implications.

S. B. Khan

1613 F,S,H APPLIED PSYCHOMETRIC METHODS

Designed for students who have taken an introductory course in statistics, this course will acquaint students with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.

R. E. Traub

1615 S,H TEST CONSTRUCTION

Development of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

M. W. Wahlstrom and staff

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION

This course presents non-quantitative alternatives to existing conventional evaluation strategies. Discussion focusses on the different metaphors of evaluation; different views of criticism are applied to the evaluation of programs, processes, and individuals. Examples drawn from anthropological research, literary criticism, art criticism, and naturalistic research will be discussed. Students will be required to integrate theoretical ideas with practical examples.

J. Weiss

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659 F,S,H EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

Each student in this course will identify a "current issue," preferably related to his/her day-to-day work, to be evaluated. The issues so defined will serve as vehicles for developing measurement, statistical, and design concepts essential to an understanding of research literature. The course is designed for students interested in interpreting and evaluating research studies; no prior background in mathematics or science is required, and no computing will be required in the coursework.
H. H. Russell

1660 F,S,H INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis, A. Even, M. W. Wahlstrom, and staff

1664 F MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.
R. P. Bhargava

1666 F,S,H ELEMENTS OF STATISTICS

Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and one-way classification analysis of variance.
R. P. Bhargava, D. F. Burrill, S. Nishisato, and staff

1670 F ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous

and mathematically elementary.
Staff

1675 F MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.
Staff

1680 F ELEMENTS OF SCALING (Pass/Fail)

Construction of scales from a wide variety of data, such as "yes-no," multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples. Major techniques discussed are scalogram analysis, unfolding technique, Likert scaling, information theory, methods of ranking, paired comparisons, successive categories, dual (optimal) scaling, and metric and nonmetric multidimensional scaling.
S. Nishisato

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
Staff

3605 H ADVANCED TEST THEORY

A seminar on recent advances in test theory.

Desirable background: 1604H and 3666F,S,H.
R. E. Traub

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; situational versus trait theoretical models; personality change; moods and states; method variance and response styles; classification and typologies; clinical versus statistical prediction models.

Prerequisites: 1670F and 3666F,S,H or equivalents, plus a course in personality theory.
Staff

3610 S EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610F,H or equivalent.
M. W. Wahlstrom

3621 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to help the inquirer to see some kinds of underlying structure and thus to develop conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale information are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will be expected to apply the techniques mentioned to one

or more sets of educational data of interest to them, and thereby to generate conjectures and/or test hypotheses (as appropriate).
D. F. Burrill

3637 S ADVANCED SCALING THEORY
Detailed examination of dual scaling (optimal scaling), advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1680F or permission of the instructor.
S. Nishisato

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1652F,S,H, but at the doctoral level.

3666 F,S,H INTERMEDIATE STATISTICS AND RESEARCH DESIGN
Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, Latin square, composite, repeated measurements); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H or equivalent, or permission of the instructors.
R. P. Bhargava, D. F. Burrill, and *S. Nishisato*

3667 F ANALYSIS OF VARIANCE
Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.
R. P. Bhargava

3668 F MULTIVARIATE ANALYSIS WITH APPLICATIONS
Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisite: 1664F and 3667F or equivalents plus some knowledge of matrix theory and calculus, or permission of the instructor.
R. P. Bhargava

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION
Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
A. Even

3673 H ED.D. SEMINAR IN EVALUATION PROBLEMS
An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
A. Even

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Educational Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
Staff

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205H
Curriculum: 1360F,S,H, 1363F,S,H, 3360F,S,H
See also 3711F,S – offered through the Department of Educational Administration in 1982/83.

Sociology in Education

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, and Acting Chairperson of the Department, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of reading activities; qualitative methodology; ethnomethodology; relevance of phenomenology and ordinary-language philosophy to sociology)

Coordinator of Ed.D. program, to whom inquiries should be directed:
GORDON WEST, *Ph.D. (Northwestern)*
Associate Professor
(state policy evaluation; participant observation; Marxist ethnography; children's rights; adolescent culture and ideology; deviance, delinquency, juvenile justice, law, criminology)

MARGRIT EICHLER, *Ph.D. (Duke)*
Professor
(feminist theory and methodology; changes in contemporary families and family policy; future studies)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Professor, and Assistant Director (Academic), OISE
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor
(economics and the political economy of education, Marxist and Third World studies, multiculturalism, Gandhian thought, education and world peace)

DAVID. W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor, cross-appointed to the Franco-Ontarian Centre
(comparative political economy and education; ideology and consciousness in capitalist and socialist states; alternative social and educational futures)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, cross-appointed to the Higher Education Group
(theory of plural societies, language policies, cultural pluralism and education; comparative studies of education in industrial societies)

MARY O'BRIEN, *Ph.D. (York)*
Assistant Professor
(social and political thought; women's studies; Hegelian and Marxist studies in the family; ideology and education; sociology of literature)

C. PAUL OLSON, *M.A. (Princeton)*
Assistant Professor
(social psychology, socialization, symbolic interactionism, quantitative and qualitative methods, political sociology theory)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(phenomenological inquiries into children's culture; interpretive studies of knowledge; the social dimensions of the subjective world)

DOROTHY SMITH, *Ph.D. (University of California at Berkeley)*
Professor
(women's studies in sociology; the social organization of knowledge; Marxist knowledge)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

GEORGE E. BURNS, *Ed.D. (Toronto)*
Assistant Professor, OISE Mid-northern Centre
(applied research; organizational change process; policy development and school guidance implementation)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto)*
Project Director in Sociology in Education

PROGRAMS OF SPECIALIZATION

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The development of an individual program is the responsibility of each student. The department offers a variety of experiences to assist students in the articulation and focussing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other departments in the School of Graduate Studies as well as within the Institute.

RESEARCH FOCI

Currently, faculty and student research and interests offer versatile approaches to sociology in education. The current composition of the department provides particular strengths for students who may wish to focus their activities in the following four areas, though it must be stressed that these are flexible and interacting emphases rather than rigid enclaves.

FOCUS ON APPLIED SOCIOLOGY AND POLICY STUDIES IN EDUCATION

Courses: 1902F, 1911S (not offered in 1982/83), 1926S, 1929S, 1973F, 1990F, 1995F, 3902F (not offered in 1982/83), 3911F, and 3996S. Applied activities as planned change, policy analysis, program evaluation, organizational development, community organization, and action research. Faculty include: Margrit Eichler, Michael Fullan, Edward Harvey, Dorothy Smith, and Gordon West. Gordon Cressy has major interest in this area.

FOCUS ON POLITICAL ECONOMY OF EDUCATION

Courses: 1926S, 1927S, 1941F, 1950F (not offered in 1982/83), 1951S, 1953S, 1973F, 3935S, 3940F (not offered in 1982/83), 3953S (not offered in 1982/83), and 3954F. Theory and methodology of dialectical materialism, studies in the impact of socioeconomic class on schooling and labor force entry, the state and education, impact on education of economic organization and underdevelopment. Faculty include: Madan Handa, David Livingstone, Mary O'Brien, Dorothy Smith, and Gordon West.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

Courses: 1928F, 1930F, 1934S, 1937F, 3928S, 3945F, and 3946S. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, Marxist, interpretive, and ethnomethodological perspectives. Faculty include: James Heap, Ronald Silvers, and Dorothy Smith. (For further information consult page 48 of this Bulletin.)

FOCUS ON WOMEN'S STUDIES, GENDER RELATIONS, AND EDUCATION

Courses: 1907F, 1973F, 3972S, and 3974Y (not offered in 1982/83). The department currently houses *Resources for Feminist Research* (formerly the *Canadian Newsletter of Research on Women*), which is the major Canadian means of information on research on women and sex roles, and the Women's Research and Resource Centre, which has a substantial specialized collection that is open for use to all OISE members. Faculty include: Margrit Eichler, Mary O'Brien, and Dorothy Smith.

CLUSTER AREAS

We wish to bring to the attention of M.Ed. students the following areas of interest and faculty involved.

Students should consult their faculty advisor for information regarding specific courses in each cluster area.

1. *Social Issues for Specialists Teaching "Woman and Man in Society"* (Margrit Eichler, Mary O'Brien, and Dorothy Smith)
2. *Family, Childhood, Socialization* (Margrit Eichler, Mary O'Brien, Ronald Silvers, and Gordon West)
3. *Gender Relations and Schooling* (Margrit Eichler, Mary O'Brien, and Dorothy Smith)
4. *Multicultural, Ethnic, and Community Relations* (Madan Handa and John Mallea)
5. *Classroom Language and Interaction* (James Heap and Ronald Silvers)
6. *Social and Political Organization of Knowledge and Curriculum* (James Heap, David Livingstone, Ronald Silvers, and Dorothy Smith)
7. *Teaching Roles and Staff Relations* (Michael Fullan)
8. *Vocational Education and Labor Market* (Madan Handa, Edward Harvey, and David Livingstone)
9. *Comparative and World Education* (Joseph Farrell, Madan Handa, and David Livingstone)
10. *Classroom and School Change, Development and Implementation* (Michael Fullan, Edward Harvey, Dorothy Smith, and Gordon West)
11. *Educational Policy* (Margrit Eichler, Edward Harvey, and David Livingstone)

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by February 1 if they wish to be considered for an OISE Graduate Assistantship. This department welcomes applicants with diverse but relevant backgrounds which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

The department is currently offering some sections of existing courses off-campus in such areas as Kitchener–Waterloo, Peterborough, Hamilton, Timmins, New Liskeard, and other locations. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Interested students may obtain descriptions of the current programs by writing to the Chairperson or to the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for assessment of admissibility as outlined on pages 11 to 13 and 35 to 40. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900F,S,H.

Faculty liaison for part-time students is Professor Mary O'Brien.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Professor Gordon West.

Information and application materials for off-campus and on-campus courses to be offered in the 1982 Summer Session and the 1982/83 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F,S,H INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
Staff, Summer Session and Regular Session (after hours)

1902 F DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
Staff, Regular Session (after hours)

1903 F SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

This is a seminar course which emphasizes the development of analytical frameworks within which to review the relationship between education and cultural pluralism in contemporary Canadian society. Special attention will be paid to the concept of multiculturalism and related program development and policy-making issues. Topics to be covered include the education of anglophone and francophone minorities, native peoples, and immigrant groups with particular reference to language, curriculum, and teachers.
J. R. Mallea, Regular Session (after hours)

1904 F,S,H SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures,

goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
Staff, Regular Session (after hours; not offered in 1982/83)

1907 F CHANGES IN FAMILIES AND POLICY CONSEQUENCES FOR GOVERNMENT AND EDUCATION

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session (after hours)

1908 S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff, Regular Session (after hours; not offered in 1982/83)

1909 F PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
M. Fullan, Regular Session (after hours; not offered in 1982/83; offered alternately with 3911F)

1910 F SOCIOLOGY AND THE WORKING TEACHER

This course will study the uses of sociological perspectives and techniques in the understanding of the work situation of teachers with regard to the social impact of selected social problems, such as declining enrolment, unemployment, teacher strikes, racial tension. The emphasis will be on the classroom situation, the school organization, and the social role of education.

Prerequisite: 1900F,H.
Staff, Regular Session (after hours)

1911 S SOCIOLOGICAL POLICY RESEARCH METHODS IN EDUCATION

An examination, from a sociological perspective, of the non-statistical ways of identifying and analysing key problems in educational programs and policies. The basic methods examined will include participant observation, interviewing, evaluation research, the study of social impacts, the use of social indicators in field research, and basic tools for policy and program analysis. Interdisciplinary approaches to policy research, and non-statistical methods of projecting future trends.
E. B. Harvey, Regular Session (after hours; not offered in 1982/83)

1912 S WORK ORGANIZATION AND SOCIAL PROCESS IN THE SCHOOL

This course examines the school as an organized work process in relation to the formal managerial structure of the school and in relation to the community. In addition to a theoretical and substan-

tive overview of the area, a number of special topics will be brought into focus: among them, staff development and morale of teachers at the elementary and secondary school level; classroom interaction and student role and student–teacher relations; the implications of ethnic and social-class composition of the students and community for social processes in the school, and for school achievement by students, including dropout rates, job attainment, and educational achievement.
Staff, Regular Session (after hours)

1926 S ADOLESCENT DEVIANCE AND THE SCHOOL

Theories of social deviance and the development of adolescence as an age status will form the ground for a systematic examination of adolescent deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
G. West, Regular Session (after hours; not offered in 1982/83)

1927 S ISSUES IN EDUCATION, DEVIANCE, AND LEGITIMACY

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminological and delinquency research, etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
G. West, Regular Session (after hours)

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form – news, data, records, etc. – through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. Smith, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
Staff, Regular Session (after hours)

1930 F SOCIOLOGY OF READING ACTIVITIES

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach which accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (after hours)

1934 S ANALYSING CLASSROOM DISCOURSE

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.

J. L. Heap, Regular Session (after hours)

1935 S FUTURE SOCIETIES AND EDUCATION

This course addresses four fundamental questions: What would a desirable future for our society look like? What are probable futures for our society? What are desirable possible futures for our society? How would the educational system have to be changed in order to facilitate desirable possible futures? Every student will be expected to pick one area of special interest and to apply all four questions to this particular topic.
M. Eichler, Regular Session (after hours; alternate years; not offered in 1982/83)

1937 F SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society.
R. J. Silvers, Regular Session (after hours)

1941 F COMPARATIVE EDUCATION: THIRD WORLD EDUCATIONAL ALTERNATIVES

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. Based on this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Illich, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education which has emerged as a part of the process of capitalist development.
M. L. Handa, Regular Session (after hours)

1948 S SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and will examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
J. R. Mallea, Regular Session (after hours)

1950 F MARXISM AND EDUCATION I

Courses 1950F and 1951S will constitute an introduction to students focussing on Dialectical Materialism and Education. This course will introduce the perspective, method, and concepts of Marxist thought; the main concern will be with the writings of Marx himself, although his major forebears, elaborators, and critics will also be treated. Emphasis in all cases will be on the applicability of this mode of critical analysis to the study of educational theory and practice.
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith,* Regular Session (after hours; not offered in 1982/83)

1951 S MARXISM AND EDUCATION II

An examination of the Marxist proposition that educational process is conditioned and educational reform limited by the political economy of a given society. Topics will include: class relations; modes of production; surplus value and accumulation; commodity

fetishism; correspondence between stratification in the labor market and the school system; the educated unemployed; education and inequality. Throughout the course we shall keep in mind the status of capitalism as a national and world order, and its current state of crisis. (Students are strongly urged to take 1950F Marxism and Education I prior to this course.)
D. W. Livingstone and *M. O'Brien,* Regular Session (after hours)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns – including interview surveys, oral histories, and conscientization – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session (after hours; offered in 1982/83 and alternate years)

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff, Regular Session (after hours)

1962 F SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (after hours; offered in 1982/83 and alternate years)

1970 S SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
J. L. Heap, Regular Session (after hours)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This course deals with the social relations of contemporary women and men, in the family, in the work place, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on Women's Studies. This course is an acceptable prerequisite to 3972S.
Staff, Regular Session (after hours)

1973 F WOMEN'S STUDIES AND THE EDUCATIONAL SYSTEM: STRATEGIES FOR CHANGE

An examination of the situation of women in contemporary society with special reference to the educational process. Special emphasis will be placed on developing strategies for initiating changes in educational systems and elsewhere, and on methods of research into relevant background contents. This course is an acceptable prerequisite to 3972S.
D. Smith, Regular Session (after hours)

1983 S STAFF RELATIONS AND STAFF DEVELOPMENT IN THE SCHOOL SYSTEM

Particular emphasis will be placed on problematic aspects of staff relations, including professionalization/unionization issues and the collective bargaining process. The negotiation process and conflict resolution will be a major focus of the course. Staff relations will be treated from a general sociological perspective. Comparisons will be made with other occupational groups, and possible future changes in school staff roles and relations will be discussed.
Staff, Regular Session (after hours)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session

1990 F APPLIED SOCIOLOGICAL FIELD RESEARCH IN EDUCATION

The general objective of this course is to train students to generate and utilize sociological knowledge through participant observation in the practical work of an educational or other field setting. Via student field projects, the utility of applied participant observation will be examined in the light of pragmatism, policy research, and neo-Marxism.
G. West, Regular Session (after hours)

1995 F PRACTICUM IN SOCIOLOGY IN EDUCATION: I

Field experience in applying sociological knowledge and methods to educational issues, combined with an overview of various applied methodologies. Project design and implementation and research/development internships will be planned in consultation with faculty and field personnel. The course may be designed in relation to the potential problems of one's work in the educational system. Required for all Ed.D. students.
G. West and staff, Regular Session (after hours)

3902 F EDUCATIONAL SYSTEMS AND SOCIAL CHANGE

The changing relationship between education and other major institutions of Canadian society is examined for the period 1945–75. Specifically, attention is focussed on changing relationships between education and employment, education and equality of opportunity in society, education and social mobility, and education and changes in social attitudes and values. Some fundamental problems facing the future of education are also examined, including declining enrolments, surplus teaching staff, reduced government funding, and changing public attitudes toward the value of education.
E. B. Harvey, Regular Session (after hours; not offered in 1982/83)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for

bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
M. Fullan, Regular Session (after hours; offered alternately with 1909F)

3928 S STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is intended for students who are interested in mastering the social organization of knowledge as a method of inquiry. It deepens the consideration of ideology and explores the method of the social organzation of knowledge with reference to relevant theory. The potentiality of the approach as a research strategy is developed and students are introduced to textual analysis as one major research procedure in the field.

Prerequisite: 1928F or permission of the instructor.
D. Smith, Regular Session (after hours)

3930 S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of *(a)* developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and *(b)* increasing an understanding of the innovation process in the Canadian context.
J. P. Farrell, Regular Session (after hours; not offered in 1982/83)

3935 S REVOLUTIONARY MOVEMENTS AND EDUCATION

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S., France, and Italy.
D. W. Livingstone, Regular Session (after hours)

3940 F COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. First, pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities theoretically postulated. Then case-study materials will be examined to test these postulates in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.

Prerequisite: 1950F or permission of the instructor.
D. W. Livingstone, Regular Session (after hours; not offered in 1982/83)

3945 F EXISTENTIALIST ISSUES AND PHENOMENOLOGICAL INQUIRY IN SOCIOLOGY AND EDUCATION

Existentialist issues are addressed through an analytic phenomenology which seeks to uncover and conceptualize an understanding of the experience of everyday life. The place and relationship of the researcher is considered dialectically in reference to those studied, to the analysis itself, and to the knowledge formed. The course explores various existential phenomenologies in

social science and philosophy as theoretical concerns and as practices of inquiry.
R. J. Silvers, Regular Session (daytime)

3946 S RESEARCH SEMINAR IN EXISTENTIALIST PHENOMENOLOGICAL SOCIOLOGY AND EDUCATION
Investigative and analytic research problems are explored within an existentialist phenomenological approach in sociology and education. The formulation and practices of this perspective are addressed through an examination of the seminar members' ongoing research and current theses.
Prerequisite: 3945F or equivalent.
R. J. Silvers, Regular Session (daytime)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL
Description as for 1952F,S,H, but at the doctoral level.

3953 S CANADIAN POLITICAL ECONOMY AND EDUCATION
This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D. W. Livingstone, Regular Session (after hours; alternate years; not offered in 1982/83)

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE
The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.
M. L. Handa, Regular Session (daytime)

3972 S ADVANCED RESEARCH SEMINAR ON EDUCATION IN THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS
This seminar will focus on current theoretical advances in the study of women and society, exploring feminist theory and methodology as they relate to education with emphasis on elaborating general criteria for a non-sexist methodology. A different area will be selected each year for intensive treatment.
Prerequisite: 1972F, 1973F, or permission of the instructor.
M. Eichler, Regular Session (after hours)

3974 Y EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT
The course will consist of an examination of the work of selected social thinkers such as Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender-role differentiation.
M. O'Brien, Regular Session (after hours; not offered in 1982/83)

3980 F,S,H RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION
For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
Staff, Regular Session (daytime; may not be offered in 1982/83)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION
Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3996 S PRACTICUM IN SOCIOLOGY IN EDUCATION: II
To be used to develop theoretical and methodological sophistication in regard to each student's particular field project. This will normally entail regular study and consultation with a faculty member in the student's substantive topic area. Required for all Ed.D. students.
G. West and staff, Regular Session (after hours)

Special Education

PETER LINDSAY, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
ANNE KEETON, *Ph.D. (Toronto)*
Associate Professor
(assessment of exceptional students, cognitive development and sociocultural factors in learning, policies and practices in special education delivery)

Admission inquiries should be addressed to:
IAIN DAVIDSON, *Ph.D. (Toronto)*
Assistant Professor
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(development of intervention prognosis for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders)

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; children's spatial representation; research design and evaluation)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed to Adult Education
(instructional systems design; theories of consciousness and learning; journal writing and reflection; adult sexuality; microcomputer applications in education)

CAROL M. REICH, *Ph.D. (Michigan)*
Associate Professor
(hearing impairment; program evaluation; language disorders; women's studies)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

ASSOCIATED INSTRUCTOR:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychoeducational Specialist, Learning Clinic, Hospital for Sick Children, Toronto

CONFIDENTIALITY OF STUDENT FILES

Students of the Department of Special

Education have access to their own personal files in the department. All letters of reference about a student applying for admission to the department may be seen by that student unless the external agency requests otherwise.

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis.

Students who have an Ontario Teacher's Certificate will find many courses in the Department of Special Education which have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. All of the programs in the department have the dual objectives of broadening the student's general background in special education and developing specialized knowledge in at least one area of concentrated study.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from candidates regarding their background, career goals, and expectations from the program. Also required are two professional and two academic letters of reference. Neither the Graduate Record Examination nor the Miller Analogies Test is compulsory, but candidates for any program should feel free to provide scores if they think it will aid the admissions committee in reviewing their candidacy. A candidate's file must be complete before it can be reviewed. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in three skills areas:

(a) current issues in special education,
(b) assessment and programming for exceptional students,
(c) interpretation of research in special education.

In addition, practicum training will ordinarily be expected. Courses necessary to meet these requirements are to be selected in consultation with the faculty advisor. They must include at least four half-courses in the Department of Special Education. The remaining courses may be chosen from other departments of OISE or from other graduate departments at the University of Toronto. Students are also encouraged to participate in colloquia and informal research meetings organized by the department.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system. However, under exceptional circumstances, students without a teaching background may also enrol in this program.

Students enrolling in the M.Ed. program are usually expected to have some undergraduate coursework in areas relevant to the helping professions.

If this is not the case, two courses will usually be required in addition to the regular degree program. The particular courses will be decided in consultation with the faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue either a research career or a professional career in clinical work with exceptional persons in a wide variety of settings. The usual entrance requirement is a four-year undergraduate B.A. degree in a relevant social or behavioral science. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Special Education encompassing those skills areas noted above. The master's thesis is a formal research project that is carried out under the supervision of two faculty members, one of whom must be from the department. The student is responsible for selecting a thesis topic and for formalizing a working thesis committee of two faculty members. Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research. The completed M.A. thesis must be presented at a departmental seminar.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have demonstrated their practical capabilities in special education, and who intend to continue their professional careers as field-oriented leaders in this area. Students with the M.Ed. degree who wish to proceed to doctoral studies in Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have completed the M.A. degree.

Students applying to the Ed.D. program are required to submit their master's thesis, or to complete a Qualifying Research Paper, prior to acceptance into the program. In the latter case, those intending to apply for doctoral study should contact the Graduate Studies Academic Secretary in the department as soon as possible regarding the requirements of the QRP. The very latest this contact should be made is at the time of formal application for admission to the program.

Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. Candidates are encouraged to take as many of their courses as possible on a part-time basis prior to their year of residence. The exceptions are the doctoral proseminar courses, which must be taken during the year of residence.

As part of the program, students will be required to take at least four half-courses in the Department of Special Education including courses in research design and the doctoral proseminars, plus a course in intermediate statistics.

General information on the Ed.D. program may be found on pages 38 to 40 of this Bulletin.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. program in Education with specialization in Special Education is designed for those who wish to pursue a career in university teaching and research, or other positions that require leadership skills in research and evaluation. The program for such students would emphasize the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine special education courses with courses in psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Special Education and have completed a thesis. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 40 to 42.

Students will be expected to take at least four half-courses in the Department of Special Education.

Students who do not have sufficient statistical and research background will be required to take additional courses in the doctoral program.

Other coursework will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329. A major proportion of the courses listed below will be offered in the evening from 5:30 to 8:30 p.m.

1280 F,S,H EXCEPTIONAL CHILDREN AND YOUTH

An overview of the various types of exceptionalities in children and youth; consideration of the etiology, prevalence, psychological and behavioral patterns, and current program approaches to the broad range of exceptional children and youth in the school system.

Staff, Summer Session; *H. Silverman,* Regular Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counselling.

D. Shipe, Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counselling of parents and pupils.

C. Reich and *A. Keeton,* Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual,

social, and emotional development of the gifted; educational programs in regular and special classes.
Staff, Regular Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION
Behavior disorders in children and young people – e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber and associated instructors, Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES
Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
Staff, Summer Session; *H. Silverman,* Regular Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS
A critical evaluation of the approaches which are typically employed in the education of disabled students in secondary schools. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
Staff, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS
This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.

Prerequisite: 1280F,S,H, or permission of the instructors.
Staff, Summer Session; *R. MacIntyre* and *I. Davidson,* Regular Session

1288 F,S,H SEMINAR AND PRACTICUM IN SPECIAL EDUCATION
This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements for two terms (Regular Session) and for six weeks (Summer Session) by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, especially the functioning of individual children in these settings, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
I. Davidson, Summer Session and Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN
This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
Staff, Regular Session

1291 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: MASTER'S LEVEL
A course designed to permit the study (in a formal class setting) of specific areas of special education not already

covered in the courses listed for the current year. (This course does not fulfil the purpose of 1295F,S,H, which is normally conducted on a tutorial basis.)
Staff

1292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of educational assessment and its relation to programming. The function of assessment and programming in the work of teachers of exceptional children will be the focus. Emphasis is placed on critical analysis of assessment procedures including tests and written reports, on developing a clear theoretical framework on which to base criteria for sound procedures, and on the procedures themselves. The course does not attempt to teach students how to administer psychological tests. A practicum component is usually included.
A. Keeton, I. Davidson, and *H. Silverman,* Summer Session and Regular Session

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

Introductory course in the critical evaluation of reports in special education, and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, alternative ideological assumptions underlying research in special education, and the importance of theory development in both basic and applied research.
J. Kershner and *P. Lindsay,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of the skills necessary for individualized instruction of exceptional children: definition of objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.
R. MacIntyre and staff, Summer Session and Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations.
Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN: INTERMEDIATE LEVEL

The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized intelligence tests and achievement tests, as well as other standardized tests and rating scales. A heavy practicum component will be included.

Prerequisite: 1292F,S,H.

D. Shipe, Regular Session

1298 F,S,H PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children, along with practical experience ranging from visits to schools, classes, and agencies to individual work with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.

I. Davidson, Regular Session (offered as required)

1299 F,S,H THE EDUCATIONAL IMPLICATIONS OF SPEECH AND LANGUAGE DISORDERS

This course will cover atypical patterns of language acquisition in retarded, deaf, autistic, and other types of children with severe language delay. The focus will be on spoken as opposed to written language, with alternatives to spoken language also included, such as sign and blissymbolics. Various approaches to the teaching of language will be examined for their appropriateness to different types of disorders. Some knowledge of the normal processes and stages of language acquisition is a prerequisite for enrolment.

C. Reich, Regular Session

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.

J. Kershner, Regular Session

3282 F,S,H DEVELOPMENTAL PATTERNS IN EXCEPTIONAL CHILDREN

Current information-processing models of cognitive behavior and of child development, particularly that of Piaget, will provide the context for the course. The cognitive, linguistic, and general intellectual development of exceptional students will be examined and implications drawn for assessment and programming.

Prerequisite: Permission of the instructor.

A. Keeton, Regular Session

3291 F,S,H DOCTORAL SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

The goal of this course is to provide a field experience in special education for students in the doctoral program. This experience may occur in the areas of teaching, research, or educational practice, and will be tailored to each student's substantive area of specialization. This is an optional course to be taken in addition to the total number of required courses in the program. Students should consult with their faculty advisor about possible placements and the procedures to be followed.

Staff, Regular Session

3292 F,S,H ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal. The course includes a variety of procedures such as testing and interviewing, and places assessment procedures in the educational context.

Prerequisite: Permission of the instructors.
R. MacIntyre and *D. Shipe,* Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL
Description as for 1295F,S,H, but at the doctoral level.

3296 F PROSEMINAR IN SPECIAL EDUCATION: PART I
3297 S PROSEMINAR IN SPECIAL EDUCATION: PART II
These two courses provide in-depth study of special topics in special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of education of exceptional children.

Topics covered will include the following: the personal and social development of atypical learners, behavioral management, theories of learning disability, programming for gifted students, instructional systems in special education.

Prerequisite: Permission of the instructor.
C. M. Reich and staff, Regular Session

3298 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: DOCTORAL LEVEL
Description as for 1291F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3295F,S,H, which is normally conducted on a tutorial basis.)
Staff

Academic Staff

(As of January 1, 1982)

ABBEY, DAVID S. *Adult Education*
ALEXANDER, WILLIAM E. *Adult Education*
ALLEN, J. PATRICK B. *Curriculum*
ALVI, SABIR A. *Measurement, Evaluation, and Computer Applications*
ANDERSON, ROBERT *Curriculum*
AVALOS, BEATRICE *Educational Administration*
BARNARD, WILLIAM L. *Adult Education*
BECK, CLIVE M. *History and Philosophy of Education*
BEREITER, CARL *Applied Psychology*
BERK, LEONARD *Curriculum*
BHARGAVA, RAGHU P. *Measurement, Evaluation, and Computer Applications*
BIEMILLER, ANDREW J.* *Applied Psychology*
BOCK, CARSON† *Applied Psychology*
BOYD, DWIGHT R. *History and Philosophy of Education*
BRAY, RUTH* *Applied Psychology*
BREHAUT, WILLARD *History and Philosophy of Education*
BRIEDIS, IRENE† *Applied Psychology*
BRISON, DAVID W. *Applied Psychology*
BROWN, ALAN F. *Educational Administration*
BRUNDAGE, DONALD H. *Adult Education*
BURNS, GEORGE E. *Sociology in Education*
BURRILL, DONALD F. *Measurement, Evaluation, and Computer Applications*
BYRNE, P. NIALL *Higher Education*
CAMARGO, ROBERT† *Applied Psychology*
CANALE, MICHAEL *Curriculum*
CAPLAN, PAULA J. *Applied Psychology*
CARLOW, CHESTER D. *Curriculum*
CASE, ROBBIE *Applied Psychology*
CASSIE, J. R. BRUCE *Applied Psychology*
CHRISTENSEN, CLIFFORD M. *Applied Psychology*
CHURCHILL, STACY *Measurement, Evaluation, and Computer Applications*
CLIPSHAM, JOHN *Curriculum*
COHEN, RINA S.* *Measurement, Evaluation, and Computer Applications*
COLE, JAMES† *Applied Psychology*
CONNELLY, F. MICHAEL *Curriculum*
COOK, BARRY† *Applied Psychology*
COURTNEY, RICHARD *Curriculum*
CRESSY, GORDON* *Sociology in Education*
CUMMINS, JAMES P. *Curriculum*
DARROCH, VIVIAN *Applied Psychology*
DAVIDSON, IAIN *Special Education*
DAVIE, LYNN E. *Adult Education*
DAVIS, JOHN E. *Educational Administration*
DAY, DAVID† *Applied Psychology*
DRAPER, JAMES A. *Adult Education*
EICHLER, MARGRIT *Sociology in Education*
EISENBERG, JOHN A. *History and Philosophy of Education*
ELLIS, M. DORMER *Adult Education*
ELLIOTT, KENNETH† *Applied Psychology*
EVEN, ALEXANDER *Measurement, Evaluation, and Computer Applications*
FALES, ANN W. *Adult Education*
FARRELL, JOSEPH P. *Adult Education*
FENIGSTEIN, HENRY† *Applied Psychology*
FILLION, BRYANT *Curriculum*
FISCHER, MARTIN A. *Curriculum*
FOLB, SIDNEY† *Applied Psychology*
FRIEDMAN, RONALD J. *Applied Psychology*
FULLAN, MICHAEL *Sociology in Education*
GAMLIN, PETER *Applied Psychology*
GARBER, MALCOLM *Special Education*
GARNER, DAVID† *Applied Psychology*
GARRY, RALPH *Curriculum*
GLASSBERG, RHODA† *Applied Psychol-*

ogy
GREENFIELD, THOMAS B. *Educational Administration*
GRIFFIN, VIRGINIA R. *Adult Education*
GUTTMAN, MARY A. JULIUS *Applied Psychology*
HANDA, MADAN L. *Sociology in Education*
HANSEN, BERTRAND L. *Higher Education*
HARRIS, ROBIN S. *Higher Education*
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INQUIRIES

Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

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ULLETIN 1983/84

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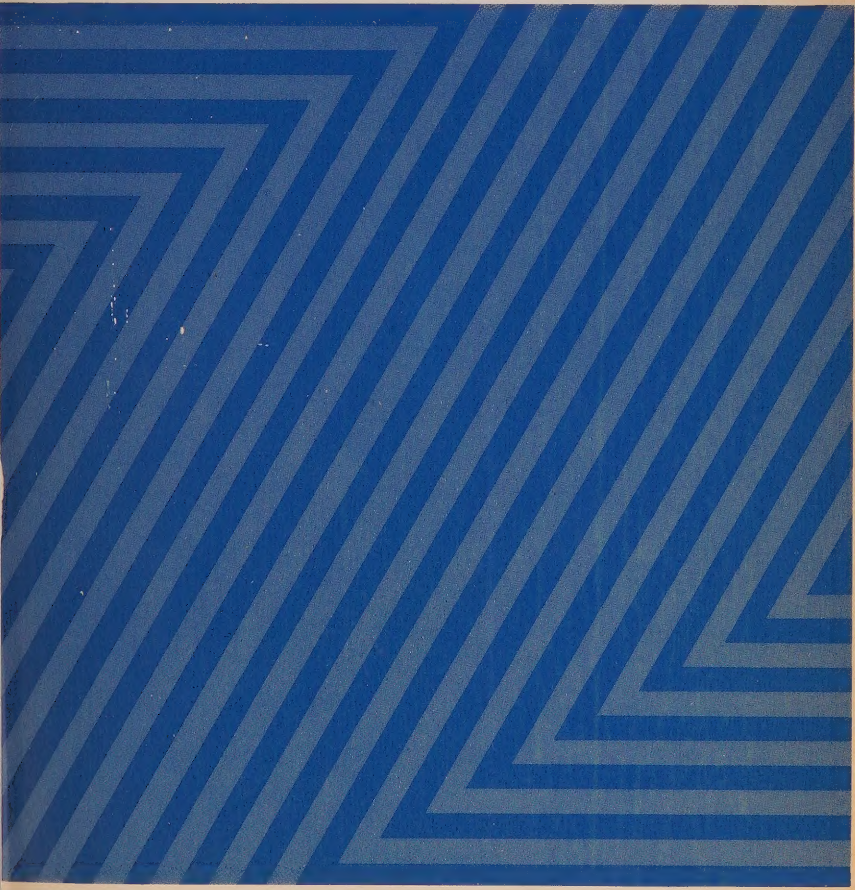

OISE Bulletin
1983/84

Graduate Degrees in Education
University of Toronto/The Ontario Institute for Studies in Education

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All inquiries should be addressed to the Registrar, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be available at that time.

1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make necessary changes.

2. Applications/Admissions

(a) The deadline for submitting application forms is February 1, 1983, for the 1983/84 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses or of eventual receipt of a Graduate Assistantship can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

3. The Institute reserves the right to limit the number of registrants in any course of instruction described in this Bulletin in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the Faculty.

4. All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
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SEPTEMBER

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30						

OCTOBER

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NOVEMBER

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DECEMBER

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Academic Calendar

1983

February 1	Final date for submitting Application for Assessment of Admissibility forms, together with all pertinent documentation, for admission to degree programs commencing in the 1983 Summer Session or the 1983/84 Regular Session. (Students continuing full-time study in the same degree program need only submit the application form.) *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for submitting Application for Graduate Assistantships (for full-time study only)
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students will be mailed on this date
March 21–25	Midwinter break in the Ontario school system (no OISE classes scheduled)
April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session (Fall and Winter). While applications will be received after this, maximum enrolment may be reached in some courses before this date. (Since the offices are closed on this day, the effective date would be April 5)
April 1	Good Friday (offices closed, classes rescheduled)
April 4	Easter Monday (offices closed, classes rescheduled)
April 8	Last day of lectures, Regular Session
April 11, 12	Examinations, Regular Session
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1982/83 second term and full year courses. (Second term and full year course grades will be mailed to students toward the end of May)
May 20	Final deadline for SDF designation for 1982/83

	first term courses to be changed to a regular grade or a failure
May 23	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
July 1	Canada Day
July 4	Summer Session Registration
July 5	First day of lectures, Summer Session
July 15	Deadline for course changes in Summer Session
August 1	Civic Holiday (offices closed, classes rescheduled)
August 12	Last day of lectures, Summer Session
August 15, 16	Examinations, Summer Session
September 5	Labour Day (offices closed)
September 7	Regular Session Registration (full-time students only)
September 12	Lectures begin
September 12–15	Regular Session Registration (part-time students) 3:30 p.m.–6:00 p.m.
September 30	Grade submission date for 1983 Summer Session courses. (Grades will be mailed to students toward the end of October)
September 30	Final deadline for SDF designation for 1982/83 second term and full year courses to be changed to a regular grade or a failure
October 3*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
October 6*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 10	Thanksgiving Day (offices closed, no OISE classes scheduled)
October 15	Final date for changing first term and full year courses
October 15	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
October 15†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
November 12	Final date for withdrawing from first term courses without academic penalty
December 9	Last day of lectures of first term courses
December 12, 13	Examinations in courses completed in the first term of the Regular Session
1984	
January 3	Lectures for the second term of the Regular Session begin

January 15	Final instalment of M.A. and Ph.D. fees
January 21	Grade submission date for 1983/84 first term courses. (Grades will be mailed to students in mid-February)
January 21	Final deadline for SDF designation for 1983 Summer Session courses to be changed to a regular grade or a failure
January 22*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 22*	Final date for submitting recommendations for M.A. degrees to be awarded at the February meeting of the Governing Council
January 22	Final date for registration for students beginning programs in second term
January 28	Final date for changing second term courses
February 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting Application for Assessment of Admissibility forms, together with all pertinent documentation, for admission to degree programs commencing in the 1984 Summer Session or the 1984/85 Regular Session. (Students continuing full-time study in the same degree program need only submit the application form.) *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for submitting Application for Graduate Assistantships (for full-time study only)
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students will be mailed on this date
March	Midwinter break in the Ontario school system (to be announced)
April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date. (Since the offices are closed on this day, the effective final date

	would be April 2)
April 6	Last day of lectures, Regular Session
April 9, 10	Examinations, Regular Session
April 20	Good Friday (offices closed)
April 23	Easter Monday (offices closed)
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1983/84 second term and full year courses. (Second term and full year course grades will be mailed to students toward the end of May)
May 20	Final deadline for SDF designation for 1983/84 first term courses to be changed to a regular grade or a failure
May 21	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

*The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

†Arrangements must be made through the Office of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

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Institute Awards of Distinction

PROFESSORS EMERITI

The status of Professor Emeritus is awarded to distinguished OISE professors in order to recognize, upon retirement, colleagues who have made meritorious contributions to OISE through their particular areas of study. Three retirees thus far have been so honored:

E. Brock Rideout
Frederick B. Rainsberry
Hans H. Stern

FELLOWS OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The award "Fellow of the Ontario Institute for Studies in Education" is granted each year to Ontario educators of recognized high merit, in appreciation of their major contributions to education.

1973
John Darling
Florence Henderson
James W. Singleton

1974
Nora R. Hodgins
William J. McCordic
Edison J. Quick
Donald M. Graham (posthumous)

1975
Lloyd Dennis
T. Ranald Ide
Harry Pullen

1976
John W. Boich
J. Kelvin Crossley
Walter G. Pitman

1977
David A. Clee
Robert W. B. Jackson
Norman A. Sisco

1978
Alexander Kuska
John M. Porter
Wilfred R. Wees

1979
Laurier Carrière
C. Jane Dobell
Robert Steele

1980
Madeline Hardy
Northrop Frye
George Waldrum

1981
Duncan Green
Howard Kerr
Gordon Penrose

1982
Margaret Beckingham
Harding P. Moffatt
Ruth Vernon
J. Roby Kidd (posthumous)

JACKSON LECTURE SERIES

The R. W. B. Jackson Lecture Series was established as a tribute to the Institute's founding Director. The annual lectures reflect a concern for major social and educational issues and bring to OISE outstanding speakers from around the world.

1981
Shirley Williams

1982
Myer Horowitz

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Assistant Director (Field Services and Research)

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EDWARD S. HICKCOX, *Ed.D.*
Educational Administration
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History and Philosophy of Education
ROSS E. TRAUB, *Ph.D.*
Measurement, Evaluation, and Computer Applications
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PETER H. LINDSAY, *Ph.D.*
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(Acting) OISE Midnorthern Centre
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OISE Western Ontario Centre

The Ontario Institute for Studies in Education

Established in 1965 by a special act of the Ontario legislature, the Ontario Institute for Studies in Education (OISE) is both a graduate school of education (in affiliation with the University of Toronto) and a research and field development institute in the field of education. That is, in addition to graduate instruction, basic and applied research, and development of curricular materials, the Institute is responsible for the dissemination of the results of educational studies throughout Ontario. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic inquiry than would be possible if OISE were either a graduate school or a research and field development institute alone. For graduate studies, OISE constitutes substantially the Graduate Department of Education in the University of Toronto's School of Graduate Studies. The Joint Council on Education is the cooperative Institute/University deliberative body which advises the governing boards of both institutions as to the development of programs and policies in graduate education.

The Institute is situated in the centre of Toronto adjacent to the University of Toronto campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the University of Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. One of the most effective ways to achieve this goal is through the students and graduates of OISE. The Institute's full-time enrolment numbers about 600, of whom more than half are candidates for doctoral degrees. In addition, more than 1600 students pursue degrees on a part-time basis.

General Information

APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and OISE Application for Assessment of Admissibility forms, write directly to:

Admissions
Office of Graduate Studies
OISE
252 Bloor St. W.
Toronto, Ontario M5S 1V6

(a) All applicants must complete and return OISE Application for Assessment of Admissibility forms to the above address.

(b) M.A. and Ph.D. applicants are required in addition to complete a University of Toronto School of Graduate Studies application package. (This package will be sent together with the OISE Application for Assessment of Admissibility forms, if the request letter states preference for either of these degree programs. Otherwise it will be sent upon receipt of the completed OISE forms.) The School of Graduate Studies package must be completed and sent to the School of Graduate Studies at the University of Toronto according to the instructions provided.

2. OISE Application for Assessment of Admissibility forms should be accompanied by the following:

(a) three official transcripts (not returnable), bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) where applicable, three copies of documents (not returnable) attesting to professional education, teacher certification, and experience;

(c) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled Letter to Support Application for Admission, obtainable from the Office of Graduate Studies;

(d) a clear indication of the OISE department in which specialization is desired and of the degree program for which application is being made;

(e) a résumé (not returnable), in duplicate, indicating, in specific terms, study interests, previous career, and future goals.

(f) Graduate Record Examination Aptitude Test Scores (Verbal and Quantitative) if application is to either Applied Psychology, for admission to the M.A. and Ph.D. programs in School Psychology, or Curriculum, for admis-

sion to the M.A., Ed.D., and Ph.D. programs (and may be requested for admission to the M.Ed. program). If the applicant's mother tongue is not English, and university study has been in a language other than English, the applicant will not be required to take the GRE test. In its place the applicant should submit the results of an English language test (see below).

The Graduate Record Examination test centres and dates are given in the *GRE 1982–83 Information Bulletin,* which may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08541, U.S.A. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special centre.

Please note that students located in the Toronto area can contact the School of Continuing Studies, University of Toronto, 158 St. George St., Toronto, Ontario M5S 2V8 (telephone: 978-7489) for information on the Toronto test dates and procedures.

(g) for applicants from outside Canada whose mother tongue is not English, results of an English language test. This test must be passed satisfactorily before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended from either of the following:

English Language Institute
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

or

TOEFL, Educational Testing Service
Princeton, New Jersey 08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of the applicant's university professors, might satisfy the School of Graduate Studies.

3.*(a)* All M.Ed. and Ed.D. applications must be returned to OISE and must be accompanied by a $20 application fee (Canadian funds – not refundable) in the form of a certified cheque or money order payable to the University of Toronto.

(b) All M.A. and Ph.D. School of Graduate Studies application packages must be returned to the School of Graduate Studies, University of Toronto, and must be accompanied by a $20 application fee (Canadian funds – not refundable) in the form of a certified cheque or money order payable to the University of Toronto.

4. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 26).

5. OISE Application for Assessment of Admissibility forms for all degree programs, and for continuing full-time study, must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1983/84 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission or, if a full-time student, eventual consideration for an OISE Graduate Assistantship can be made.

Many students accepted to a program may wish, or be expected, to commence in the 1983 Summer Session. At the time of acceptance applicants who have indicated on their Application for Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information.

Please note that the later the application, the more difficult it will become to get into courses of your choice.

6. An M.A. candidate in the Graduate Department of Education wishing to proceed to the Ph.D. degree must apply for admission and be considered in

competition with all other Ph.D. applicants.

7. Students unable to attend the session for which they have been accepted cannot postpone their acceptance to a later session. They must reapply (updating documentation where necessary) and compete with all other applicants for the later session, and pay the application fee again unless they have previously been registered in a degree program in the School of Graduate Studies.

8. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

The general requirements for admission and exceptions are to be found in the section entitled "General Requirements for Degrees."

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS UNDERTAKING DEGREE REQUIREMENTS ON A FULL-TIME BASIS

Application forms will be available from the Office of Graduate Studies and should be returned by *February 1*.

CONTINUING M.A., M.ED., AND ED.D. STUDENTS UNDERTAKING COURSE REQUIREMENTS ON A PART-TIME BASIS

The forms for the 1983 Summer Session and the 1983/84 Regular Session for part-time continuing students will be mailed *March 1* and must be returned before *April 1*.

This applies to courses in the first and second terms of the Regular Session. While applications for courses will be received beyond this date, no guarantee of acceptance into either the first or second choice of courses can be given for either term. *Please note* that the later the application, the more difficult it will become to get into courses of your choice. Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.

SPECIAL STUDENTS

Occasional
Applicants interested in taking a course as a Special Student Occasional should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Prerequisite Study
Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. This can be taken on a full- or part-time basis.

Full-Time Study
Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for full-time M.Ed. degree applicants.

See page 35 for further information.

Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

REGISTRATION

Summer Session registration takes place on July 4. Students whose surnames begin with A through L should come between the hours of 9:30 a.m. and 12:00 noon; those whose surnames begin with M through Z should come between 1:30 p.m. and 4:00 p.m.

Regular Session registration for full-time students takes place on September 7 from 10:00 a.m. to 12:00 noon. Part-time students register during the first week of classes, Monday (September 12) through Thursday. The Office of Graduate Studies will be open from 3:30 p.m. until 6:00 p.m. for this purpose. *Please note:* Part-time students who do not register at these times will find it difficult to register at any other time, inasmuch as only during these four days will the Office be open after 5:00 p.m.

STUDY IN SUMMER SESSION

While *April 1* is the last date for students continuing in the same degree program to submit applications for enrolment in the Summer Session, students would be well advised to enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 1* has been established as a period of advance enrolment for the Summer Session.

February 1 is the deadline for new applicants who plan to begin their program in either summer or fall. While applications will be received after this date, no guarantee of admission or, if a full-time student, eventual consideration for an OISE Graduate Assistantship can be made.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours, providing a statement is submitted by the employer regarding the hours of employment.

See Academic Calendar for appropriate grade deadlines and mailing dates.

PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1983/84 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Those not fully employed may be able to take more than one half-course in each term, providing a statement is submitted by the employer regarding the hours of employment. For instance, a student working up to twenty hours a week could undertake three half-courses in the Regular Session.

FIELD SERVICES

OFF-CAMPUS COURSES

OISE offers off-campus sections of certain courses leading to the University of Toronto M.Ed. degree. Courses have been offered in Barrie, Belleville, Brantford, Elliot Lake, Hamilton, Kapuskasing, Kirkland Lake, Kitchener–Waterloo, New Liskeard, North Bay, Orillia, Parry Sound–Muskoka, Peterborough, Sault Ste. Marie, Simcoe, St. Catharines, Sudbury, Timmins, and Welland.

Course Requirements
Course requirements are the same for both off- and on-campus students. Please consult the departmental section of this Bulletin.

On-Campus Requirements
All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto.

Admission Procedures
New part-time M.Ed. degree applicants and part-time Special Students should contact their local OISE Field Centre (see page 16) for application forms. Admission procedures are the same for all students and are outlined above. Applications for new students should be submitted by February 1.

Continuing part-time off-campus M.Ed. degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

Registration
Part-time off-campus students *who have already been admitted* to the M.Ed. degree program may register at their first class. However, there is a risk that a course may be cancelled if there is no evidence of adequate enrolment. Course planning is improved if off-campus students register by mail by the appropriate dates indicated in registration materials.

Note: Off-campus students taking courses in Toronto must register in the Office of Graduate Studies on the night of their first class in the Regular Session and on Registration day in the Summer Session.

Off-Campus Library Resources
The OISE Library makes available through the local field centres all essential reading materials for off-campus students to meet the requirements of their courses.

FIELD DEVELOPMENT

The purpose of OISE's field development activities is to provide direct assistance to education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers nine regional field centres.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies (by helping with the development of off-campus courses) and to research and development (through local research projects). Joint projects are increasingly common, with the Office of Field Services and Research helping the Office of Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than three or four people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: developing moral education programs, including one for French-speaking students; promoting the use of paraprofessionals and parent volunteers in schools; producing intermediate assessment items in geography, history, and English; developing and implementing curriculum guidelines; producing, evaluating, and distributing inquiry-training and problem-solving materials; and developing intermediate-level tests of objectives as laid down in provincial guidelines.

FIELD CENTRE LOCATIONS

The following is a list of the nine field centres throughout Ontario. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Central Ontario Centre
OISE
252 Bloor Street West
12th Floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 339
Curriculum, Educational Administration

Midnorthern Centre
Colonel David Younger Public School
1025 Buckingham Place
Sudbury, Ontario P3A 1G2
Telephone: 705-560-0313
Curriculum, Educational Administration, Sociology in Education (Elliot Lake: Sociology in Education, History and Philosophy of Education)

Midwestern Centre
Victoria School
25 Joseph Street
Kitchener, Ontario N2G 1H9
Telephone: 519-579-0780
Educational Administration, History and Philosophy of Education, MECA (Measurement, Evaluation, and Computer Applications)

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
Applied Psychology, Curriculum, Educational Administration, Sociology in Education

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611
Adult Education, Applied Psychology, Curriculum, History and Philosophy of Education (Timmins: Sociology in Education) (Kapuskasing: Applied Psychology, Curriculum)

Northwestern Centre
Lakeview High School
285 Gibson Avenue
Thunder Bay, Ontario P7A 2J6
Telephone: 807-344-5764
(No course offerings at this time)

Ottawa Valley Centre
60 Tiverton Drive
Ottawa, Ontario K2E 6L8
Telephone: 613-224-0561
(No course offerings at this time)

Trent Valley Centre
Box 719
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
Applied Psychology, Curriculum, Educational Administration, Sociology in Education

Western Ontario Centre
St. Martin School
140 Duchess Avenue
London, Ontario N6C 1N9
Telephone: 519-433-2631
Adult Education

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs

of the Institute have a double function – to foster improvement in Ontario education and to complement the academic programs of departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program (usually for the M.A., Ph.D., or Ed.D.). Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in education in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange, Curriculum Inquiry, Orbit*) or in other publications.

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* the internal review of project proposals; *(b)* negotiation of contracts and grants, and administration of externally funded projects; *(c)* provision of information services, consultation related to external funding, and assistance with project design; and *(d)* administrative responsibility for four internal research and development centres: the Franco-Ontarian Centre, the Educational Evaluation Centre, the Modern Language Centre, and the Centre for Applied Cognitive Science.

Students may participate, where appropriate, in both internally and externally funded projects.

INTERNAL R & D CENTRES

The following is a list of the four internal R & D centres in OISE. The departments listed after each centre are currently offering graduate studies programs that are congruent with the research and development work of centre faculty, who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre

Head: Merrill Swain
10th floor, OISE (Curriculum)

The Centre is currently undertaking twelve formal research and development projects, including work related to second-language curriculum and materials development, second-language teaching and learning research, and communicative language test development. A resource library is organized within the Centre for second-language pedagogy and dissemination and consultative services on language teaching and related research.

Educational Evaluation Centre

Head: Leslie D. McLean
8th floor, OISE (MECA)

The research and development program of the EEC is currently concentrated on work related to the Ontario Assessment Instrument Pool field trials, and on the work of a comprehensive evaluation of student achievement in mathematics for the International Association for the Evaluation of Educational Achievement (IEA). The EEC maintains a resource library on evaluation topics, provides advice on problems of program and student evaluation, and issues newsletters of interest to school personnel in the area of evaluation.

Franco-Ontarian Centre
Head: Normand Frenette
6th floor, OISE (Curriculum)
The FOC is conducting research into the specific needs and abilities of the French-speaking students of Ontario and is designing and testing new materials and approaches for this population. The Centre has several formal projects. As well, it provides direct services to schools and boards.

Centre for Applied Cognitive Science
Head: David Brison
9th floor, OISE (Applied Psychology, MECA, Special Education)
Through a number of formal research and development projects the CACS is working in the areas of research on student cognitive processing and the development of instructional processes and materials which draw upon modern computer technology. The Centre houses the large-scale Pedagogy of Writing Project and the Video-Disc Project. The Centre holds a seminar series and produces occasional papers for researchers and practising educators. There is a focus in graduate studies available in applied cognitive science (see section "Interdisciplinary Focuses in Graduate Studies").

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

EXAMINATIONS AND GRADES

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A+, A, A–, B+, B, B–, or FZ.

The School of Graduate Studies defines the following non-grade course reports which may appear on transcripts:

INC: Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR: In progress: a report assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA: No grade available (to replace NR: Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee* upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and no later than, except in the most extenuating circumstances, the SGS grade submission deadline following the original one for that course. Any SDF still outstanding after that deadline (or a new one established by the departmental review committee) will be changed to a failing grade. It carries no credit for the course and is not considered for averaging purposes.

WDR: Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Grading Procedures

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and the OISE department chairperson, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies. The dispute, if not resolved, can be further taken to the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. If it is still

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*At OISE, this is the Degrees and Appeals Subcommittee. A report concerning the extraordinary circumstances must be attached to the instructor's marks list.

not resolved, the student may make a formal appeal to the Applications and Memorials Committee of the School.

Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first term courses and courses running all year and January 28 for second term courses. November 12 is the last day to withdraw without academic penalty for first term courses and February 25 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. If a course is dropped after these dates it will remain on the transcript as a permanent Incomplete. There can be no changes – additions, deletions, substitutions – after the above dates. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will be determined by the instructor. The second date is the final one for SDFs to be changed to a grade or an FZ, but this can only happen in extraordinary circumstances which have been thoroughly documented. (See previous section.)

First Term: First term grades for full and half-courses are due by January 21. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Second Term: Second term grades for full and half-courses and grades for full or half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.

Summer Session: Summer Session course grades are due by September 30. January 21 is the final date for SDF designations to be replaced by a grade or an FZ.

Only in very rare circumstances would an extension beyond the deadline dates be considered. An appeal for such an extension should be made to the student's home department first, which in turn must support the request when it comes to the Office of Graduate Studies; it would then be forwarded to the School of Graduate Studies for approval.

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses, and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students toward the end of May. Summer Session grades will be mailed toward the end of October.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $3.00 is charged and 75 cents for each additional copy, if ordered at the same time. (At least one week should be allowed for processing purposes.)

Transcripts cannot be issued or grades released for students whose fees are in arrears. Regular Session grades are not issued until mid-February for first term courses and toward the end of May for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October. Transcripts indicating that degree requirements have been met cannot be issued until the recommendation by the Graduate Department of Education for conferral of the degree has been approved by the School of Graduate Studies of the University of Toronto. This means that all grades have been reported in accordance with the above dates and all balance fees, library fines, etc. have been paid.

FEES

Fees, which are detailed on pages 22 and 23, are subject to change by the Governing Council of the University of Toronto. Payment must be by certified cheque or money order, in Canadian funds, made out to the University of Toronto. Fees, accompanied by a fees invoice, should be sent to the Fees Department, 215 Huron St., Toronto, Ontario M5S 1A1.

A $20 fee must accompany all new Application for Assessment of Admissibility forms. See application procedures on pages 11-13.

Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

PROGRAM FEES

All fees are subject to change without notice by the Governing Council of the University of Toronto.

Fees will be assessed according to whether students are registered on a full- or part-time basis. The fee for students registered for one term only (either first or second) to undertake coursework in a degree program is half the annual academic fee (plus applicable incidental fees), depending upon the registration. However, there are minimum degree costs depending upon the length of program to which a student has been admitted. Therefore, regardless of the pattern of undertaking courses, the full program fee will be levied before graduation. Where students have not paid at least the full-time program fee, additional fees will be required. Full fees must be paid for each required year of the program.

The fee applicable to each program is as shown below:

M.Ed. Degree Candidates

The eight half-course minimum program fee is $1080 (Visa Students: low fee $2490; high fee $5000) plus incidentals. The ten half-course minimum program fee is $1404 (Visa Students: low fee $3237; high fee $6500) plus incidentals.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year.

M.A. Degree Candidates

The minimum program fee for either a six or eight half-course program is $1080 (Visa Students: low fee $2490; high fee $5000) plus incidentals. The ten half-course minimum program fee is $1620 (Visa Students: low fee $3735; high fee $7500) plus incidentals. The twelve half-course minimum program

SCHOOL OF GRADUATE STUDIES SCHEDULE OF FEES 1983/84

	Annual academic fee	*Incidental fees*	*Total*	*Minimum initial payment**
CANADIAN CITIZENS AND PERMANENT RESIDENTS (LANDED IMMIGRANTS)				
Degree Program Fees				
Full-time students	$1080.00	$133.50	$1213.50	$782.00
Full-time students – 1 term	540.00	66.75	606.75	
Part-time students	324.00	24.50	348.50	219.00
Part-time students – 1 term	162.00	24.50	186.50	
Post-Program Fees				
Full- or part-time students	432.00	39.00	471.00	298.00
Full- or part-time students – 1 term	216.00	24.50	240.50	
Special Students				
Full-time	1080.00	133.50	1213.50	782.00
Part-time – per course	324.00	24.50 †	348.50	
Part-time – per half-course	162.00	24.50 †	186.50	
Inactive Ph.D. Students	432.00	-	432.00	
VISA STUDENTS – LOW FEE (FOR PROGRAMS COMMENCING ON OR BEFORE JUNE 1, 1982)				
Degree Program Fees				
Full-time students	2490.00	133.50	2623.50	1628.00
Full-time students – 1 term	1245.00	66.75	1311.75	
Part-time students	747.00	24.50	771.50	473.00
Part-time students – 1 term	373.50	24.50	398.00	
Post-Program Fees				
Full- or part-time students	996.00	39.00	1035.00	637.00
Full- or part-time students – 1 term	498.00	24.50	522.50	
Special Students				
Full-time	2490.00	133.50	2623.50	1628.00
Part-time – per course	747.00	24.50 †	771.50	
Part-time – per half-course	373.50	24.50 †	398.00	
Inactive Ph.D. Students	996.00	-	996.00	

**Minimum payment* (for other than those registering for only one term): The first payment of fees consists of 60% of the academic fee, plus incidental fees. Minimum initial payment due date will be announced in registration material sent to the student. After this date, outstanding balances, regardless of the source of the payment, are subject to a service charge of 1 1/2% compounded monthly (18% per annum) calculated on the 15th of each month until the account is paid in full. The balance may be paid at any time but is due by January 15 without further notice.

†Payable once only in one session.

	Annual academic fee	Incidental fees	Total	Minimum initial payment*
VISA STUDENTS – HIGH FEE (FOR PROGRAMS COMMENCING AFTER JUNE 1, 1982)				
Degree Program Fees				
Full-time students	5000.00	133.50	5133.50	3134.00
Full-time students – 1 term	2500.00	66.75	2566.75	
Part-time students	1500.00	24.50	1524.50	925.00
Part-time students – 1 term	750.00	24.50	774.50	
Post-Program Fees				
Full- or part-time students	2000.00	39.00	2039.00	1239.00
Full- or part-time students –1 term	1000.00	24.50	1024.50	
Special Students				
Full-time	5000.00	133.50	5133.50	3134.00
Part-time – per course	1500.00	24.50 †	1524.50	
Part-time – per half-course	750.00	24.50 †	774.50	
Inactive Ph.D. Students	2000.00	-	2000.00	

BREAKDOWN OF INCIDENTAL FEES

	Graduate Students' Union	Health Service	Hart House	Athletics	Total
Full-time	$29.00	$18.50	$36.00	$50.00	$133.50
Full-time – 1 term	14.50	9.25	18.00	25.00	66.75
Part-time	14.50	1.50	3.50	5.00	24.50
Part-time – 1 term	14.50	1.50	3.50	5.00	24.50
Post-Program					
Full- or part-time	29.00	1.50	3.50	5.00	39.00
Full- or part-time – 1 term	14.50	1.50	3.50	5.00	24.50
Summer Session	13.00	1.50	3.50	5.00	23.00

fee is $2160 (Visa Students: low fee $4980; high fee $10 000) plus incidentals. Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met.

Ph.D. Degree Candidates
The full-time fee is levied for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year.

Where, because of the time taken to complete the degree requirements, a student has paid more than the program fee, there will be no refund of fees.

FOREIGN STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents (landed immigrants) will be charged one of the two higher fees unless exempted on the basis of status in Canada. (For detailed information contact Canadian Immigration authorities.) Students who commenced programs on or before June 1, 1982, pay the lower visa fee. Students commencing programs after that date pay the higher visa fee.

All prospective foreign students will be required to have a visa, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a visa for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources. (Estimated cost of maintenance for a twelve-month period is $7500 plus tuition fees.)

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by October 1 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for admission to the M.A. degree before January 22 he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by January 22 the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

INACTIVE PH.D. STUDENTS

Ph.D. candidates who have completed at least one year of residence in their Ph.D. program and who have been granted permission to interrupt the years of required full-time residence must register and pay a holding registration fee of $432 (Visa Students: low fee $996; high fee $2000). Candidates who fail to do so at the beginning of the approved period will not be permitted to register until the holding registration fee has been paid. Inactive status is normally only considered for a one-year period and must be recommended by the OISE department through the Office of Graduate Studies and approved by the School of Graduate Studies.

POST-PROGRAM (RE-REGISTRATION) FEE: M.A., ED.D., AND PH.D. CANDIDATES

M.A. (where applicable), Ed.D., and Ph.D. candidates who have completed the required residence and who have paid the required minimum program fee, but who have not completed other requirements for the degree, must re-register each year. If they do not, the degree candidacy may lapse. The post-program fee is $432 (Visa Students: low fee $996; high fee $2000) plus any applicable incidental fees.

M.A. candidates in programs not requiring residence who have paid the required minimum program fee must pay the post-program fee as above.

POST-PROGRAM (RE-REGISTRATION) FEE: M.ED. CANDIDATES

M.Ed. candidates who have undertaken all the course requirements for the degree but have not completed these requirements within the academic calendar year of enrolment in the final course(s) must re-register in the year in which they receive the degree. The re-registration or post-program fee for a full year is $432 (Visa Students: low fee $996; high fee $2000) plus incidental fees.

CONVOCATION

All outstanding grades must be submitted and fees and library fines etc. must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. The Graduate Department of Education will be in communication with the student at some point after the final courses have been undertaken regarding the student's eligibility to graduate.

OUTSTANDING FEES AND CHARGES

Students who have not paid their academic fees in full will not be recommended for conferral of the degree until payment has been made.

Students who have not paid their University housing dues in full or who have outstanding library dues or bookstore accounts will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their degree (if they have been recommended for conferral of a degree) until payment is made.

SUMMER SESSION STUDENTS

Degree students remaining in the same degree program do not pay Summer Session fees if they have already paid the whole part-time or full-time fee in the preceding Regular Session. Degree students commencing their programs in the Summer Session must pay Summer Session fees of $162 (Visa Students: low fee $373.50; high fee $750) plus incidental fees. These fees will not be deducted from the total program fee in September.

LATE PAYMENT FEE

A late payment fee of $10 plus $1 per day to a maximum of $20 will be assessed against any student registered in the Regular Session and/or the Summer Session whose fees are not received at the Fees Department by the dates to be announced in the registration material which will be sent to the student.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL AWARDS

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Academic ability, previous experience related to the work of a graduate assistant, and financial need are the criteria used to determine which students are offered an assistantship. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7. From September 1982 to April 1983 a Graduate Assistantship carried a maximum value of $6238 (excluding 4% vacation pay) and a minimum value of $2138 (excluding 4% vacation pay). The value of the Assistantship is determined each year. Please note that the majority of students receiving Assistantships are *not* funded at the maximum level.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to Admissions, Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6. Completed applications should be submitted before February 1, 1983.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education and must be new applicants who will be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships are offered in the amount of $8000, over a twelve-month period, and $5000, over an eight-month period. Scholarships are subject to satisfactory performance, and are ordinarily only renewable for the length of required academic residence in the degree program.

Scholarship recipients cannot concurrently hold other major scholarships or an OISE Graduate Assistantship.

It is important to note that an OISE Scholarship is for the specified amount and does not cover payment of fees.

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational or related field.

The fellowship has a value of $800 per academic year. An individual may be considered for and awarded the Fellowship for more than one academic year.

At the time of application, candidates must be:

(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;

(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;

(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and

(d) in need of financial assistance.

Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to the educational or related field must be submitted by this date along with an outline of the applicant's financial position.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar.

The purpose of the loan/scholarship is to assist those persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full- and part-time students, but where all else is equal they shall be given to part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of highly qualified continuing students will be selected by the Graduate Department of Education for recommendation to the School of Graduate Studies for the university-wide competition for University of Toronto Open Fellowships.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $2090 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and for landed immigrants or permanent residents who, by November 1, 1982, have resided in Canada as permanent residents for at least twelve consecutive months. Preference is given to Ontario residents. Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students: the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4.

The deadline for submitting applications for 1983/84 was late October 1982.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to graduate students who were Canadian citizens or landed immigrants as of November 19, 1981, attending any Canadian university. Among these are doctoral fellowships of up to $11 280.

Application forms are available as follows:

(a) For students currently enrolled in a

graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.

(b) For renewal of doctoral fellowships: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is January 15 for the following academic year.

(c) For prospective full-time students: the Fellowships Division as in item *(b)* above. Closing date is usually November 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7500

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $7500 each for advanced graduate study in education. The first, the Ruby Kinkead Fellowship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Fellowship, is for doctoral study in education at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $5000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5000 each. It also offers three fellowships for Religious Studies in the amount of $5000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15 000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Bursary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is January 31, 1983 (midnight postmark). All supporting documents, including transcripts and other relevant materials, must be submitted by February 21, 1983.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totalling $22 000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIP – $2000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

Please Note: Notices are posted in the OISE Library and in the Office of Graduate Studies pertaining to awards other than those listed here.

EMERGENCY STUDENT LOANS

Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Dr. Mary O'Brien in the Office of Graduate Studies, OISE, for more information.

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 535 000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 4250 serial titles are available. There are complete holdings of such document series as ERIC and ONTERIS on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

New information sources, such as documents and catalogues on microfiche, and new on-line information services are frequently acquired. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Inter-library loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation is provided.

The Audiovisual Library has a varied, extensive collection of films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked for preview as well as class use.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them, on a daily basis, at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the Jackson Library collection and services is available on the second floor. Special orientation tours/seminars for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has a microfiche catalogue indicating central University of Toronto Library holdings and those of some campus libraries.

AUDIOVISUAL EQUIPMENT

OISE's Media Services department offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information or assistance visit Media Services on the fourth floor.

COMPUTER SERVICES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides program packages and offers consultation on programming and data analysis. Custom programming is available on a charge basis. A reference library and informal courses in computer applications are available. Special facilities include microcomputers, personal computing, and experimental instrumentation services.

The Computing Services Group operates an in-house computer. This is used for interactive computing and for research and training in computer applications, development of computer-based instruction, word processing, and statistical data analysis. Typewriter-like and screen terminals are located around the Institute, and the system is available to all Institute students and staff.

An archive of research data files is maintained and can be used for secondary analysis.

A Honeywell Series 60 (level 6) minicomputer is used by the Individualization Project for research and development in computer-based learning.

PUBLICATION DIVISION

The Publication Division provides production coordination, editing, design, typesetting, copying, and mailing services to the Institute on a chargeback basis.

It also provides these services to the OISE Press, which publishes a wide range of materials for the education sector. The Press's publications are distributed through Publications Sales, on the second floor.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W. (fourth floor) provides career planning and employment-related services to students and recent graduates on an individual or group basis. Appointments with a career counsellor can be made by telephoning 978-8590.

Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing graduate degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $3000. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is made to have information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the office indicated in parentheses. An asterisk indicates that places are available in the summer only; a dagger, that places are available in the Regular Session only.

Men

Devonshire House* (Dean of Men)
3 Devonshire Place. 978-2515

Wycliffe College† (Dean of Residence)
5 Hoskin Ave. 979-2870

St. Michael's College* (Mr. L. Campbell)
81 St. Mary St. 921-3151, ext. 205

Women

Loretto College* (Dean of Women)
70 St. Mary St. 925-2833

St. Joseph's College* (Dean of Women)
90 Wellesley St. W. 924-2121

Men/Women

Knox College† (Bursar)
59 St. George St. 978-4502

New College* (Dean of Women)
40 Willcocks St. 978-8875

New College* (Dean of Men)
21 Classic Ave. 978-2464

Massey College (Bursar)
4 Devonshire Place. 978-2890

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

Tartu College
310 Bloor St. W. 925-9405

Trinity College* (Bursar)
6 Hoskin Ave. 978-2523

Whitney Hall*
79 St. George St. 978-2531

Married Students' Accommodation; Cooperative Residences
Married Student Apts.
30 & 35 Charles St. W.
(Admission Officer, University Housing Service, 49 St. George St.)
978-2542

Campus Co-operative Residence, Inc.
395 Huron St. 979-2161

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during spring elections.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students. Psychiatric consultation is also available to students through the Psychiatric Division, 2 Bancroft Ave.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The applicant should attach a copy of his/her student authorization to the application form.

Students from other Canadian provinces should make sure their own provincial plan will cover them while they are attending university here. If they do not have this coverage, they should apply for OHIP as soon as possible.

DAYCARE

Kidspace Inc. (an independent non-profit organization) provides daycare facilities to the OISE community: faculty, staff, and students. The children range in age from two and one-half to five years. Arrangements can be made for full- or part-time care depending on the availability of spaces. Maximum enrolment is twenty-five children. Subsidy is available for those who qualify. Kidspace is located on the ground floor of the OISE building. Telephone: 923-6641, ext. 263.

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute.

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The Association promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute. The GSA also initiates and sponsors cultural and social events of interest to OISE students.

The GSA is an affiliate body of the Graduate Students' Union of the University of Toronto.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsperson, as well as Hart House, the Career Counselling and Placement Centre, Health Services, and the International Student Centre described above.

INTERNATIONAL STUDENTS' ASSOCIATION (ISA)

The ISA is an affiliate body of the GSA. It looks into the specific needs of the international students. The ISA is represented on the GSA General Council. Please feel free to call (ext. 728) or drop by at the Association's office, 10th Floor, Suite 200.

General Requirements for Degrees

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the quality and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

APPEALS

Should a dispute arise over an admission decision or over an academic or a procedural matter which cannot be resolved through the appropriate persons concerned, the department chairperson, the instructor, or the student may make a formal appeal to the Degrees and Appeals Subcommittee of the Graduate Department of Education. If a satisfactory resolution at this level cannot be found, further appeals may be made, within six months, through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, all but admission cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies. Should the problems still not be resolved, a final appeal may be taken by the student to the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the OISE department with which they are primarily identified. Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term. Summer Session courses will have H for half-courses and Y for full courses after the course number. The first two digits designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms.

Two half-courses constitute a full-time program in Summer Session. Each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by the dates of Fall registration for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. (Normally "equivalent degree" means a minimum of fifteen courses in liberal arts and sciences. Where the number of liberal arts/sciences courses is in doubt, cases are considered individually by departments in terms of academic content of courses, grade averages, and significant professional accomplishment.)

An applicant whose undergraduate degree has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the B.A. degree and undertaken at a recognized university must be completed with mid-B standing also. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant may be considered for admission with less than mid-B standing. Such applicants must provide evidence of academic ability and intellectual achievement and contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.

(b) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching (but has had relevant experience) may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(c) At least one year of successful professional experience in education.

(d) See pages 11-13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While a student may change the home department en route to the degree, such changes may result in a lengthened program.

The general requirements for the M.Ed. in the Graduate Department of Education are as follows:

(a) Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be taken in the student's OISE department except as otherwise noted in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the eight half-courses.

(b) The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required (except in Applied Psychology, Option II Counselling). The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enrol for up to two half-courses in each Regular Session. (See page 14.)

(c) Ordinarily, no courses that were completed more than six calendar years earlier than the date of conferral of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

(d) Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree and were taken within six years of the time of M.Ed. graduation. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such

courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

(e) Courses taken at another university and credited to a degree program here will not reduce the fees required.

(f) A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must re-register and pay any required re-registration fees.

See note on page 39 regarding choice of master's program.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments described in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight (or ten) half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from the home department. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies," next section.)

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same area of specialization. M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education those with certain four-year undergraduate backgrounds such as Computer Science or Psychology may be considered for one-year programs.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (Normally "equivalent degree" means a minimum of fifteen courses in liberal arts and

sciences. Where the number of liberal arts/sciences courses is in doubt, cases are considered individually by departments in terms of academic content of courses, grade averages, and significant professional accomplishment.)

An applicant whose undergraduate degree has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. In exceptional circumstances an applicant may be considered for admission with less than mid-B standing. Such applicants must provide evidence of intellectual ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in Education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

(c) See pages 11-13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) At least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

(b) Students admitted to an extended M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their proposal reviewed by an Ethical Review Committee at OISE.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School Psychology), Curriculum, Higher Education, and Measurement, Evaluation and Computer Applications.

Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) All requirements for the one-year M.A. degree must be completed satisfactorily within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree must be completed satisfactorily within five years of the date of registration in the session in which the first of the last six half-courses in the degree program is taken.

(g) Applicants who have credit for graduate courses at another university, beyond that which is required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Course credit, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; M.A. candidacy and M.Ed. candidacy are not interchangeable. Only in exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with high standing, in the field of specialization proposed at the doctoral level. (Further documentation may be required to establish equivalence.)

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the

Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See pages 11-13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Spring term – January through April – in the same session, or the Spring term in one session followed by the Fall term in the next session).

(b) Eight half-courses beyond any prerequisite study required by the home department. Such prerequisite study can *only* be taken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

(c) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(d) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(e) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

See note on page 42 regarding choice of doctoral program.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires two years of study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with high standing, for admission to the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only when recommended by the OISE department, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, pages 21-26.) The intention of permitting dual registration is to allow the student who cannot convocate in the Fall, because of minor technicalities on the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Under no circumstances will a candidate be permitted to continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework may be required. Since the M.Ed. degree does not include a thesis, a research project, known as the Qualifying Research Paper (QRP), must be completed before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(d) See pages 11-13 for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for one year only. An inactive fee for the year of interruption will be charged. (See page 24.) Reinstatement cannot take place until this payment has

been made. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted inactive status does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A major subject (normally four half-courses or equivalent) in the student's home department.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which may be taken in another graduate department of the University of Toronto.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Graduate Department of Education as early as possible in the first year of study beyond the M.A. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 6. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis committee by April 1 of their final year of required residence. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(e) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six calendar years of first enrolment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

Note: Since there are two doctoral programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; Ph.D. candidacy and Ed.D. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two doctoral degree programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the applicant has been conditionally accepted by the OISE department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

See page 13 for details of application procedures.

Special Students cannot receive degree credit for courses taken under Special Student registration.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence, the purpose of which is to encourage students to gain insight and intellectual stimulation from the university environment. To fulfil the residence requirement a student must be in full-time attendance for the time specified as the period of residence, and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item *(e)* under Master of Arts, program of study, above for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session. Summer Session cannot count for residence credit.

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page 1).

DEFINITION OF FULL-TIME ATTENDANCE

Students in full-time attendance must limit their total employment to an average of ten hours a week per term and must be geographically able to visit the campus regularly. A student may be in full-time attendance, by personal choice, without being in required residence. Required residence, on the other hand, implies full-time attendance.

GENERAL NOTES

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadlines for application, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

The courses of instruction offered through the various OISE departments are described on the following pages. Faculty members listed are as of January 1, 1983.

All students should consult the appropriate schedule of courses, since some departments cannot at time of publication indicate the session in which the course is offered, and others may be forced because of scheduling difficulties to make changes.

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines).

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. It will be necessary to check with the course schedule or the department concerned.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE includes both research and development related to applied problems. The research and development programs are coordinated through the Centre for Applied Cognitive Science. Put simply, Applied Cognitive Science is an attempt to exploit knowledge of information-processing systems and of human cognitive functioning in the understanding and improvement of educational activities. Applied Cognitive Science is concerned not with such general problems as problem-solving, speaking, and so on, but rather with such school-related problems as the structure of basic skills underlying oral and written language and numeracy as well as the cognitive processes underlying thinking and learning in such content or subject-matter areas as science, social studies, and the like. The term cognitive is not intended to restrict the field to intellectual concerns but to include cognitive approaches to emotional, motivational, and social behavior.

Faculty from four departments are members of the Centre for Applied Cognitive Science. Students can pursue the interdisciplinary focus from any of these departments: Applied Psychology (Carl Bereiter, David Brison, Robbie Case, David Olson, Sandra Palef); Curriculum (Floyd Robinson); MECA (William Olivier, Graham Scott); Special Education (Peter Lindsay). Students will be advised by faculty from their home departments.

Courses available to students wanting to develop a focus in Applied Cognitive Science are: 1206, Seminar: Learning and Cognitive Processes in Education; 1233, 1234, Psychological Analyses of Educational Issues; 1237, Intellectual Development and Instructional Design; 1304, Curriculum Specialization; 1306, Programming and Implementing Complex Curricular Objectives; 1505, Instructional Programming; 3200, Research Seminar on the Cognitive Processes in Education; 3209, Psycholinguistics: Language, Thought, and Instruction; 3220, Analysis of Learning Tasks; 3237, Recent Theoretical Advances in Intellectual Development; 3282, Developmental Patterns in Exceptional Children; 3535, Simulation Models of Cognition and Learning.

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of Canadian materials or deal with

Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403, 1404, and 3403, History of Education in Canada; 1417, Politics in the History of Canadian Education; 1424, Religion, Ideology, and Social Movements in the History of North American Education; 1425, Canadian Working-Class History and Its Relation to the Schools; 1443, Values Education Practicum; 1449, The Theory of Law and the Teaching of Law in the Schools; 1464, Canada and Underdevelopment; 3424, Ontario Education; 1100, Outline of Adult Education; 3101, Major Programs and Issues in Adult Education; 1659, Evaluation of Current Issues in Ontario Education; 1801 and 1802, The Development of Higher Education in Canada; 1805, The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (women); 1427 (native people); 1428, 1212, and 1214 (immigrants); and 1380, 3380, 1903, and 3428 (minorities including native Indians).

The following faculty have a major interest in Canadian Studies in Education: James Draper, Dormer Ellis, Betty Macleod, and Alan Thomas (Adult Education); Aaron Wolfgang (Applied Psychology); Garnet McDiarmid (Curriculum); Howard Russell (Curriculum and MECA); and Willard Brehaut, John Eisenberg, Alison Prentice, and Harold Troper (History and Philosophy of Education). Students with an interest in the Franco-Ontarian area should contact the Franco-Ontarian Centre.

COMMUNITY COLLEGE

A variety of OISE departments offer courses which could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, or Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Michael Skolnik and Cicely Watson (Higher Education Group); Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); William Olivier (MECA).

Examples of courses which might be of interest are: 1100, Outline of Adult Education; 3101, Major Programs and Issues in Adult Education; 3125, Continuing Education of Professional Personnel: Principles, Modes, and Problems; 3018, The Politics of Education; 1805, The Community College (not offered in 1983/84); 1809, Administration of Colleges and Universities; 1814, Curriculum in Institutions of Higher Education; 1815, Teaching in Institutions of Higher Education; 1816, Conceptions of Learning in Higher Education (not offered in 1983/84); 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions (not offered in 1983/84); 1840, Economics of Higher Education; 1841, Public Finance and Higher Education; 1842, Higher Education and the Labor Market; 1505, Instructional Programming; 3902, Educational Systems and Social Change.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in the departments of Adult Education and Sociology in Education. Academic coordination of the focus is in the Department of Adult Education. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the Comparative and World Education cluster area in Sociology in Education, in their respective sections of this Bulletin.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

Drawing on such writers as Gramsci, Marx, Lukacs, Althusser, Freire, etc., this focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: neo-Marxist ethnography; visual and written narratives; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideology; education and the labor market; teachers as workers; and development of critical teaching materials and strategies.

Students may wish to consider the following courses offered by affiliated faculty: 1209, Seminar: Social Psychology and Education; 3211, Advanced Seminar: Social Psychology and Education; 3226, Critical Interpretation in Psychoeducational Research; 3228, The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions; 1001, The School as a Social Invention; 1455, The Culture of the School; 1456, Alternative Schools; 1908, Society and Self in the Classroom; 1926, Adolescent Deviance and the School; 1941, Comparative Education: Third World Educational Alternatives; 1948, Sociology of Race and Ethnic Relations; 1949, Global Peace and Education; 1950, Marxism and Education I; 1953, Ideology, Public Opinion, and Policy-Making in Education (not offered in 1983/84); 1990, Applied Sociological Field Research in Education; 3927, Issues in Education, Deviance, and Legitimacy; 3935, Revolutionary Movements and Education; 3940, Comparative Societies: Economic Change, the State, and Schooling; 3953, Canadian Political Economy and Education; 3954, Educational and Economic Development in Third World Countries from a Marxist Perspective; 3955, Women and the Economic Development Process in the Third World; and 3970, Advanced Sociological Theory in Education.

In addition, an informal workgroup seminar will meet regularly on Wednesday morning, 10:00 a.m. to 12:00 noon, to discuss the ongoing work of the group members.

Faculty actively working in this focus are: Edmund Sullivan and Jack Quarter (Applied Psychology); Malcolm Levin (History and Philosophy of Education); Roger Simon (Educational Administration); Madan Handa, David Livingstone, and Gordon West (Sociology in Education).

EARLY CHILDHOOD EDUCATION

As with other focuses, students from many OISE departments may develop an emphasis in early childhood education. However, two departments – namely, Applied Psychology and Curriculum – pay particular attention to this area and encourage students to facilitate their studies in early childhood education by enrolling in the M.Ed. program in Educational Psychology or the M.Ed. for Special Purposes in the Curriculum Department.

Focus advisors in the above two departments are Otto Weininger (Applied Psychology) and Ellen Regan (Curriculum).

EDUCATION AND THE CREATIVE ARTS THERAPIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in education and the creative arts therapies. (It should be noted, however, that the study of the creative arts as they are used in the general curriculum of schools is available through the school programs focus of the Department of Curriculum.)

This focus is intended for understanding the creative arts in the general education of all students and as therapeutic tools in diverse educational contexts: for example,

1. for "normal" students and adults, as aids to healthy personality development;
2. for slow learners including those with varying degrees of retardation and/or malfunction in normal school situations, as helping therapies;
3. for physically handicapped students in "special" settings;
4. for those involved in the processes of psychotherapy;
5. for any educator, as aids in the reflexive consideration of the individual's own life and of the social order of the school.

The purpose of this focus is to provide some academic and practical experience for teachers in schools and leaders in a variety of fields. It is intended to provide a clearer understanding of the foundation of creative arts therapies, and to make students aware of the readings, research literature, and philosophy of methodology, and of the place of the creative arts therapies in the general curriculum. It is expected, therefore, that students interested in this focus will be teachers in schools where "special students" are in classrooms with regular students; teachers in schools for "special students"; those with a general interest in the creative arts for normal personality development; counsellors; those who will work in an adjunct capacity to psychotherapists; teachers of adult education and leaders in recreation who will be concerned with human growth and potential and with clients such as the aged or the deprived.

Although faculty members teaching courses within this focus have disparate approaches to the creative arts therapies, they all view these activities as educational tools which assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. An integrated set of courses is being developed by interested faculty members, and the following would be available for consultation: Richard Courtney (Curriculum); Roger Simon (Educational Administration); and Otto Weininger (Applied Psychology).

EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory.

The following courses furnish the basis for students to develop their own topics and research in the area: 3226, 3228, 1436, 3447, 1928, 1930, 1937, 3928, 3932, 3934, 1001 (see course descriptions in this Bulletin). As well, informal and formal colloquia are organized throughout the year to further the work of this focus.

The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing individual programs of study: Edmund Sullivan (Applied Psychology); Roger Simon (Educational Administration); Dieter Misgeld (History and Philosophy of Education); and James Heap, Ronald Silvers, and Dorothy Smith (Sociology in Education).

FAMILY STUDIES IN EDUCATION

Staff involved in this area include: Donald Brundage (Adult Education); David Levine and Alison Prentice (History and Philosophy of Education); and Margrit Eichler and Mary O'Brien (Sociology in Education).

Courses of relevance to students interested in this focus include: 1109, Parental Education for Family Living, D. H. Brundage; 1418, The Role of Education in Theories of Women's Emancipation, R. R. Pierson; 1421, The History of Women and Education: I, A. Prentice; 1422, Education and Family Life in the Modern World: I, D. Levine; 1423, Education and Family Life in Nineteenth-Century Canada, D. Levine; 1426, The History of Women and Education in Canada, A. Prentice; 3423, Education and Family Life in the Modern World: II, D. Levine; 1907, Changes in Families and Policy Consequences for Government and Education, M. Eichler; 1972, Education and the Sociology of Women and Gender Relations.

It should be noted that this focus in family studies and education is not at present concerned with some of the issues that arise in connection with "family life education." Students who have a professional interest in family studies education in the schools and would like to do work specifically in this area should contact staff in the appropriate department in case a course in this area can be developed.

INSTRUCTIONAL/ EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers. The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1500, Computers and Individualized Instruction, I. R. Rubincam; 1501, Computer-Guided Instruction, S. Churchill; 1505, Instructional Programming, W. P. Olivier; 1123, Seminar: Educational Applications of the Psychology of Communication, Staff; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions, Staff (not offered in 1983/84); 3220, Analysis of Learning Tasks, C. Bereiter; 3222, Analysis of Teaching Strategies, M. Orme; 1305, Techniques for Improving Instruction, B. Kilbourn.

Interested students should contact the focus adviser in their department or W. P. Olivier in MECA. Studies in this focus can be realized by enrolling in an M.Ed. for Special Purposes or in M.A. or Ph.D. degree programs with courses taken from one or more of the participating departments.

INTERPRETIVE AND EXISTENTIAL INQUIRIES IN HUMAN STUDIES IN EDUCATION

Various theoretical and practical issues in education may be considered within this focus group. However, the fundamental consideration is that the forms of knowledge addressed and in which action is embedded are those which place social scientists as persons proximate to the persons they study and which give precedence to the reality lived by those who are studied. Members within this focus group begin and sustain their work by giving authority to those being studied and by locating knowledge and truth in the inter-subjective. Therefore, this form of inquiry requires going beyond description and seeks to recover analytically the social meanings behind experience and existence. The commitment behind the issues studied is multidisciplinary and, as represented by the different members of the focus group, draws from existentialism, Marxism, phenomenology, and philosophical anthropology.

Faculty participating in this focus group include: David Abbey, Lynn Davie, and Ann Fales (Adult Education); Vivian Darroch and John Weiser (Applied Psychology); Roger Simon (Educational Administration); Dieter Misgeld (History and Philosophy of Education); Ronald Silvers and Dorothy Smith (Sociology in Education).

For courses which address the thought within this focus, consult with the faculty listed above.

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, Dwight Boyd, and John Eisenberg (History and Philosophy of Education); Jack Quarter and Edmund Sullivan (Applied Psychology). In addition, many members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: Hervé Boudreault (Ottawa); John Davis (Executive Head, Field Services and Extension); Peter Evans (Ottawa); Jack Miller (Thunder Bay); Floyd Robinson (North Bay); and John Ross (Peterborough). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1209, Seminar: Social Psychology and Education, J. Quarter; 1230, Practicum in Value Education; 3203, Psychological Dimensions of Social Ethics, E. V. Sullivan; 3211, Seminar in Social Psychology in Education, J. Quarter; 1438, Ethical Issues in Education, C. M. Beck; 1441, Moral Education, D. Boyd; 1443, Values Education Practicum, J. A. Eisenberg; and 3441 and 3443, Research Seminar in Moral Education: Part I and II, D. Boyd.

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 3116, Adult Education in Cross-Cultural Contexts, J. A. Draper; 1212, Psychological Aspects of Counselling and Teaching New Canadians, A. Wolfgang; 1214, Research Seminar in Multicultural Studies, A. Wolfgang; 1317, Theory of Second-Language Teaching; 1336, Second-Language Learning, M. Swain; 1337, Bilingual Education and Bilingualism, M. Swain; 1380, Minority Groups and Cultural Determinants of the Curriculum: A Colloquium, G. L. McDiarmid; 3380, Research Seminar in the Education of Minority Group Children and Youth, G. L. McDiarmid; 1412, Education and Cultural Controversy; 1427, The Native People: Education and Socialization in Historical Context; 1428, Immigrant and Ethnic Concerns in the History of Canadian Education, H. Troper; 3428, Minority Concerns and Education in Canadian History: Selected Topics, H. Troper; 1903, Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education, J. R. Mallea. Courses are also being developed by K. Henderson, Applied Psychology, and in Sociology in Education, on policies, practices, and research related to immigrant and ethnic education. Keith McLeod (FEUT) may also be available for informal student assistance.

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology (R. Breton), History (R. G. Harney), and Linguistics (W. J. Samarin). Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines – e.g., sociology, psychology, history, criminology, linguistics, anthropology.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas who are members of graduate faculty include: Clive Beck (History and Philosophy of Education); Donald Brundage (Adult Education); and Edmund Sullivan (Applied Psychology). In addition, Professor Henry Simmons of St. Michael's College and the Toronto School of Theology is engaged in research, teaching, and supervision in this field, with emphasis on psychological aspects of religious development, and would be of considerable help to students.

Courses of relevance to students interested in this focus include: 1480, Religious Education, 3480, Religious Dimensions and Social Ethics, and 3481, Developing Religious Perspective, C. M. Beck; 3446, Metaphysics and Human Traditions in Education, I. Winchester. A special topics course in religious education is offered from time to time in the Department of Adult

Education. Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Paula Caplan, Mary Guttman, and Jeri Wine (Applied Psychology); Dwight Boyd, Ruth Pierson, and Alison Prentice (History and Philosophy of Education); Margrit Eichler, Mary O'Brien, and Dorothy Smith (Sociology in Education); and Carol Reich (Special Education). The following courses, for example, might form a core for such an interdisciplinary focus: 1418, The Role of Education in Theories of Women's Emancipation; 1421, The History of Women and Education: I; 1422, Education and Family Life in the Modern World: I; 1426, The History of Women and Education in Canada; 1439, Gender and Education: Philosophical Issues; 1972, Education and the Sociology of Women and Gender Relations; 1973, Feminist Studies and the Educational System: Strategies for Change; and 3974, Education and Gender Role in Traditional Social Thought.

Other courses which do not deal directly with women but which are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. See also the Feminist Studies focus description within the Sociology in Education section of this Bulletin.

The following projects housed at the Institute are also potential resources as well as sources of assistantships for students interested in this area: Women's Research and Resource Centre; The Wollstonecraft Research Group; The Women in Canadian History Project (Department of History and Philosophy of Education); *Resources for Feminist Research*; and GROW – Group for Research on Women (an OISE interdepartmental research group).

Adult Education

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor, and Chairperson of the Department
(education for family living; research and development related to the family; and adult learning)

Admission inquiries should be directed to:
M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

Graduate Studies Academic Secretary:
LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor
(adult learning; community education; community development; computer applications; small-group dynamics)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(evaluation; communication; counselling supervision)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

ANN W. FALES, *Ph.D. (Chicago)*
Assistant Professor
(adult development and aging; women's studies; self-directed learning)

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; and evaluation of reform projects)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Higher Education

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Project Director
(experiential and self-directed learning; program planning; counselling and life planning for learners; information and counselling services; developing human resources)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography for educators; population and economic development as determinants of education; planning education for females in relation to labor force needs; planning education for the mentally retarded)

KATHLEEN ROCKHILL, *Ph.D. (University of California at Berkeley)*
Associate Professor
(qualitative research; literacy; adult

learning and development; adult education for ethnic groups)

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Professor
(intentional changes; learning projects; potential futures; human goals)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor
(comparative and international education; educational planning in developing nations; manpower planning; formal and non-formal education; planning and evaluation of occupational training systems; apprenticeship training; the development of education in Africa, Asia, and Latin America; planned social change in Canada; UNESCO, CIDA, and Development Banks' role in educational development; Indian and Innuit (Eskimo) education)

RESEARCH STAFF:

REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as teaching, planning, counselling, administration, and research in educational or training programs for adults.

Each student is responsible for working out, in consultation with an assigned faculty advisor, a program of specialized study that meets the student's needs and interests. Students may include in their programs courses offered by other OISE and University of Toronto graduate departments.

A résumé must be submitted with the Application for Assessment of Admissibility forms for all programs. It must provide clear and complete information about: the student's past experience as an educator of adults; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and future career goals.

Further information about any of the programs can be obtained from the Department of Adult Education.

SPECIALIZATION IN DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources is rapidly emerging as a recognized field of specialization within adult education. This specialization is designed to examine learning concepts in organization development, consultation, planned change, community development, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

The DHR fee is $250, in addition to the regular course fees. Part of this fee is used to provide an entrance colloquium for all new DHR students. At the colloquium – usually a residential weekend – students meet other DHR students and form a peer learning group which will become a major resource for their learning and planning in this specialization.

The DHR Advisory Committee, comprising members from major Canadian institutions and private industries as well as current student representatives, guides this specialization.

The DHR specialization is taken in the context of an Adult Education program – a program which leads to the degree of M.Ed., M.A., Ed.D., or Ph.D. (Under special circumstances, a candidate can be accepted in the Certificate program.)

Students may pursue the specialization on a full- or part-time basis, but must fulfil residence requirements in the particular degree program being undertaken.

OISE students, with the approval of their faculty advisor and the Office of Graduate Studies, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in their program, but must commence their program with OISE courses.

Application forms and further information may be obtained from the Coordinator of DHR, Department of Adult Education.

COMMUNITY DEVELOPMENT

The Community Development focus is designed primarily for practitioners responsible for programs in community settings where learning is an essential component of developmental programs designed to further community goals. Community development learning is a part of a larger goal of social action. The Community Development focus is on program planning structures, interpersonal communication, social and political structures, and the evaluation of community educational programs. These courses are related to the special programs in community psychology offered by the Department of Applied Psychology.

The Community Development focus may be included in M.Ed., M.A., Ed.D., or Ph.D. programs. While many of the courses offered in Adult Education may be included with course projects directed toward community development application, the following courses are particularly recommended: 1101, Program Planning in Adult Education; 1105, Community Education and Development; 1106, Small-Group Experience and Theory; 1122, Practicum in Adult Education; and 1136, Political Economy of Adult Education. In addition to these courses, it is recommended that a program include the core course in Applied Psychology which delineates essential issues in community psychology. Further courses in community psychology may be taken to form a minor for the two doctoral programs. The complete program should be arranged in consultation with a faculty advisor.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society, and to foreign students who wish to relate their studies in OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this focus are in the departments of Adult Education and Sociology in Education. Responsiblity for academic coordination of the focus is within Adult Education.

The following courses are most directly salient to this focus:

In Adult Education: 1127, Education and Social Development; 1128, Comparative Education: The Development of Third World Educational Systems; 1124, The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs; 1105, Community Education and Development; 1114, Comparative Studies in Adult Education, I; 1125, Adult Basic Education; 3108, Controversial Issues in Development Education; 3114, Methodologies for Comparing Educational Systems; 3116, Adult Education in Cross-Cultural Contexts.

In Sociology in Education: 1941, Comparative Education: Third World Alternatives; 3930, Innovations in Education: A Comparative Analysis; 3935, Revolutionary Movements and Education; 3940, Comparative Societies: Economic Change, the State, and Schooling; 3954, Education and Economic Development in Third World Countries from a Marxist Perspective.

Faculty actively working in this focus are: James Draper, Joseph Farrell, Alan Thomas, and David Wilson (Adult Education) and Madan Handa, David Livingstone, and John Mallea (Sociology in Education).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education or Sociology in Education, noting this focus as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Alan Thomas, Focus Coordinator, until June 30, 1983, and from Joseph Farrell thereafter.

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. A selected number of candidates may specialize in adult counselling; this specialization requires students to take four additional half-courses. The Developing Human Resources specialization requires two additional half-courses. Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE. The deadline for receipt of applications is February 1, 1983.

Fees for the Certificate program are those specified under the Annual Academic Fees column for the appropriate category of Special Student in the Schedule of Fees on page 22. Incidental fees are not required.

Inquiries are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with

specialization in Adult Education consists of ten half-courses. (See pages 35 to 37 for general requirements.) However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated).

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

This program is for students interested in the two fields of adult education and counselling. It is sponsored jointly by the departments of Applied Psychology and Adult Education. (Note that it is a specific program, not to be confused with the M.Ed. in Adult Education.) Application may be made to either department for admission. The choice of which department to apply to should be based on the educational background, work experiences (if any), and future goals of each applicant. In general, applicants who have a good background in psychology and who anticipate enrolling in psychology courses beyond the minimum of four half-courses, and/or are considering further studies in psychology, should apply to the Department of Applied Psychology. Applicants with a background in adult education should apply to the Department of Adult Education.

The program consists of ten half-courses. Students who have completed one year of professional education for teaching or the equivalent are required to take only eight half-courses.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree program consists of twelve half-courses and a thesis. (See pages 37 to 39 for general requirements.) Occasionally the number of half-courses may be reduced to a minimum of six if the student is granted credit for previous university study in adult education. A minimum program of six half-courses includes at least three half-courses in Adult Education, a half-course in research methodology, and an appropriate course in statistics, or equivalents. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 39 to 40.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The program of courses and thesis project might include work in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, four of which shall be taken in the Department of Adult Education (unless an exception is approved by the advisor), and may include three half-courses in field work and practica. The student's program normally includes course 3102H.

Applications for admission to the Ed.D. program must be submitted by February 1, 1983, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D.

program are outlined on pages 40 to 42.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152F,S,H course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research methodology, where needed to support the proposed research project. The student's program normally includes course 3102H.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(Certificate and M.Ed. in Adult Education students only)*

The department is currently offering some courses off-campus in Ontario. The admission requirements for the M.Ed. degree program and for the Certificate program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1983 Summer Session and 1983/84 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs will be considered.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. See also course listings under Higher Education.

1100 F,S,H OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education.
L. E. Davie, J. A. Draper, D. J. Ironside, A. M. Thomas, or staff

1101 F,S,H PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
L. E. Davie, D. J. Ironside, or staff

1103 F,S,H METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for Ed.D.

and Ph.D. students during their residence and for M.A. students during their program. Other students may be included at the discretion of the instructor.
W. E. Alexander, L. E. Davie, M. D. Ellis, or staff

1105 F,S,H COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; discussions on the methods, evaluation, and training relating to community education and development.
J. A. Draper or staff

1106 F,S,H SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.
Staff

1108 F,S,H PERSONAL CHANGE PATHS (Pass/Fail)

An opportunity to (1) survey the wide variety of paths, methods, and areas that adults choose for personal change, and (2) clarify one's own paths and options. Course methods: reading, brief lectures, self-insight exercises, personal class discussion.
D. S. Abbey, A. M. Tough, or staff

1109 F,S,H PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage or staff

1110 F,S,H BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will examine basic learning processes and alternative approaches and activities that facilitators can use to aid the development of these processes.

It is strongly suggested that students take 1101F,S,H prior to or concurrently with 1110F,S,H.
L. E. Davie, V. R. Griffin, or staff

1111 F POTENTIAL FUTURES: IMPLICATIONS FOR ADULT EDUCATORS

An opportunity to read widely about various possible futures in self-selected areas of particular interest (such as education, science, space, worldviews, quality of life, societal goals, environment, peace). Each person will also reflect on the major implications for his or her goals, values, future career and contributions, and purpose in life.
A. M. Tough or staff

1113 F,S THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
D. H. Brundage, A. W. Fales, or staff

1114 F,S COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in

several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
J. A. Draper or staff

1117 F,S CONSULTING SKILLS FOR ADULT EDUCATORS
The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

1118 F,S GROUP PROBLEM-SOLVING IN ADULT EDUCATION
During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS – a semi-structured problem-solving process which uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the fourth class session.
W. E. Alexander or staff

1120 F,S,H FOUNDATIONS OF ADULT COUNSELLING
An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.
Staff

1121 F,S,H PRACTICUM IN ADULT COUNSELLING
This course is an extension of the practicum taken by students in 1203Y (see course listings, Applied Psychology) and may be taken only by students enrolled in the Adult Education and Counselling program.
Staff

1122 F,S,H PRACTICUM IN ADULT EDUCATION (Pass/Fail)
An opportunity, in a field setting, to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available.

Prerequisite: Permission of the instructor.
D. J. Ironside or staff

1123 F,S,H SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION
Seminar members' interests and disciplines provide the raw material for analysis. Among the topics discussed are: educational media, counselling, teaching and learning styles, evaluation of communications. Participants are urged to conduct a research or evaluation project as part of their study.
Staff

1124 F,S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS
This course will examine traditional and

innovative approaches to occupational training. Both preservice and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evolution of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson or staff

1125 F,S,H ADULT BASIC EDUCATION

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
J. A. Draper or staff

1126 F,S DEMOGRAPHIC ASPECTS OF ADULT EDUCATION

This course examines changes in population, how they can affect educational need, and how such changes can be measured and projected. Also considered are policies which may modify population trends, particularly population education and family planning programs.
B. B. Macleod or staff

1127 F,S EDUCATION AND SOCIAL DEVELOPMENT

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell or staff

1128 F,S COMPARATIVE EDUCATION: THE DEVELOPMENT OF THIRD WORLD EDUCATIONAL SYSTEMS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson or staff

1129 F,S ECONOMIC–DEMOGRAPHIC DEVELOPMENT: IMPLICATIONS FOR ADULT EDUCATION

This course surveys economic development and population change in various parts of the world in relation to the level of educational attainment and goals for education.
B. B. Macleod or staff

1131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

1132 F EVALUATION, THE ARTS, AND EDUCATION

A course combining extensive reading with practical testing of evaluation methods in the area of the arts. Topics which may be investigated include: museum and art gallery courses for adults; the use of theatre in community development; dance, film, and television as art forms in adult learning. Material from both formal and non-formal educational opportunities will be utilized, and students will be encouraged to conduct an evaluation project as part of their study.
D. S. Abbey or staff

1133 F,S EXPERIENTIAL LEARNING AND RESEARCH IN ADULT EDUCATION

This course is concerned with approaches to research that employ experiential learning, using images and concepts derived from experience to develop theory which is rigorously tested in field settings. Among the research theorists considered are Moustakas, Shotter, Buber, Friedman, MacMurray, Maslow, Glaser, and Strauss. The course provides students with an opportunity to design a mini-research proposal drawing upon various strategies of qualitative research.

Prerequisite: Course 1103H or permission of the instructor.
Staff

1134 F,S SELF-GUIDED LEARNING AND CHANGE

An opportunity to learn about the large portion of intentional learning and change that is self-guided. Each student is free to focus on various aspects, such as how adults plan and manage their own learning/change, their use of human help and other resources, over-control by some helpers, shared responsibility, fresh practices. Course activities can include reading, interviewing, brief lectures, class discussions, exploring innovative help.
A. M. Tough or staff

1135 F,S PRACTICUM IN ORGANIZATION DEVELOPMENT

An opportunity, in the setting of a large organization, to develop professional skills related to some aspect of organization development. Students and instructor identify learning objectives, select field agencies, and design activities to fulfil those objectives.

Prerequisite: Permission of the instructor.
D. J. Ironside or staff

1136 F,S,H POLITICAL ECONOMY OF ADULT EDUCATION

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Freire, and the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
Staff

1137 F,S EVALUATION OF ADULT EDUCATION PROGRAMS

Examination of several evaluation models and their application to programs developed for adult learners. Seminars, simulations, and presentations by the instructor will be used.
D. S. Abbey or staff

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101 F,S,H MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
Staff

3102 H THESIS RESEARCH SEMINAR IN ADULT EDUCATION (Pass/Fail)

This seminar will deal with meta research processes providing students with an opportunity to reflect on methodological design strategies as they relate to the thesis mode. Emphasis will be given to in-depth analysis of specialized methodological designs and data collection strategies (e.g., construct validity, new quasi-experimental designs, new statistical techniques, and experimental content-analytic strategies such as the ones currently being designed at OISE and the University of Iowa). Because this course is dealing at the frontiers of the state of the art, lectures will be provided by specialists from different departments within OISE. Support groups will be developed around the thesis process.

Prerequisite: One or more courses in research.
Staff

3107 F,S,H SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas or staff

3108 F,S CONTROVERSIAL ISSUES IN DEVELOPMENT EDUCATION

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
J. P. Farrell, D. N. Wilson, or staff

3111 F,S THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.

Prerequisite: Permission of the instructor.
A. W. Fales or staff

3112 F,S EDUCATIONAL GERONTOLOGY

This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include pre-retire-

ment education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
A. W. Fales or staff

3113 F,S,H ECONOMICS OF AGING: INTERACTIONS WITH ADULT EDUCATION

This course outlines the demographic causes of aging of the population, associated economic consequences for individuals and for society, and interactions with adult education. It reviews economic problems such as productivity, dependency, income prospects (including pensions and other sources of financial support), and the responsiveness of the labor force to work opportunities and to training and preparation for employment.
B. B. Macleod or staff

3114 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson or staff

3116 F,S ADULT EDUCATION IN CROSS-CULTURAL CONTEXTS

Discussions relating to the impact of culture on adult learning and teaching styles; effective cross-cultural communication; the sensitivities, knowledge, and skills required for living, working, and undertaking research in cultures other than one's own.
J. A. Draper or staff

3122 Y EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122F,S,H but at a more advanced level.

Prerequisite: Permission of the instructor.
D. J. Ironside or staff

3124 F,S ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110F,S,H. Includes construction of new models and frameworks for observing and analysing basic learning processes and practising facilitation in adult learning groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110F,S,H.
V. R. Griffin or staff

3125 F,S CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.
Staff

3131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a

topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL
Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

Students are encouraged to read the Bulletin and consider any courses offered in other departments which may be relevant to their own program.

Applied Psychology

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor, and Graduate Studies Academic Secretary and Chairperson of the Department
(counselling psychology; counsellor education; process and outcome in counselling)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor, and Associate Chairperson of the Department
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(cognitive processes in composition; development of thinking abilities; instructional psychology)

ANDREW J. BIEMILLER, *Ph.D. (Cornell)*
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

PAULA J. CAPLAN, *Ph.D. (Duke)*
Associate Professor
(sex roles; research methodology; children's learning and attention problems; teacher–student interactions)

ROBBIE CASE, *Ph.D. (Toronto)*
Professor
(developmental, cognitive, and instructional psychology)

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor
(counselling psychology; controlling effects of social stimuli)

VIVIAN DARROCH, *Ph.D. (Alberta)*
Associate Professor
(existential inquiry, phenomenology, and biographical narrative)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counsellor education; educational policy studies; career development and meaning of work; women's studies; marriage and family counselling)

KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; clinical and academic assessment)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; teacher consultation and in-service training; classroom intervention strategies; ethnic identity development)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(language development, cognitive development, theory of instruction)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA PALEF, *Ph.D. (Toronto)*
Associate Professor
(cognitive psychology; psychoanalytic theory and therapy)

LARRY E. PASS, *Ph.D. (Alberta)*
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

BERNARD J. SHAPIRO, *Ed.D. (Harvard)*
Professor, and Director of OISE
(cognitive development; research methodology; teacher training; higher education)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor
(effects of mass media on cognitive development; community psychology and community development; critical research methods in community settings and critical pedagogy and cultural studies)

OTTO WEININGER, *Ph.D. (Toronto)*
Professor
(psychodynamic theory; techniques of diagnosis and psychotherapy; psychopathology; play theory and research; early childhood education; mother–infant attachment and subsequent developmental processes)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor, cross-appointed to Sociology in Education
(cognitive-attentional approaches to management of social and test anxiety and competence counselling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

DAVID W. BRISON, *Ed.D. (Illinois)*
Professor, and Head, Centre for Applied Cognitive Science
(adolescent psychology; development of instrumental materials; administration of educational research and development)

J. R. BRUCE CASSIE, *Ph.D. (State University of New York at Buffalo)*
Project Director, OISE Niagara Centre
(career education; computerized guidance systems; individual/group counselling; adult career change processes; student speaking, writing, decision-making; organization and administration of guidance services)

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, and Head, OISE Northeastern Centre, cross-appointed to Special Education
(early childhood education; psychology of change and adjustment and stress in education and in-service education; native learning styles; education of the gifted)

ASSOCIATED INSTRUCTORS:

BETTY M. FLINT, *M.A. (Toronto)*
Professor, Institute of Child Study, Faculty of Education, University of Toronto

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

RUDOLPH L. PHILIPP, *Ph.D. (Queen's)*
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HERBERT B. POLLACK, *Ph.D. (California at Berkeley)*
Psychologist, Clarke Institute of Psychiatry, Toronto

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SHAWN SCHERER, *Ph.D. (Toronto)*
Psychologist and Director, Read Clinic, Toronto

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

INTERNSHIP SUPERVISORS:

JOANNE HEWSON, *Ph.D. (Toronto)*
Coordinator of Internship and Counselling Services, Applied Psychology, OISE

JANICE BAKER, *Ph.D. (Toronto)*
Chief Psychologist, Halton Board of Education

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Psychologist, St. Michael's Hospital, Toronto

ROBERT CAMARGO, *Ph.D. (Fordham)*
Psychologist – private practice

MAREK CELINSKI, *Ph.D. (Nencki Institute of Experimental Biology of the Polish Academy of Science)*
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ESTHER COLE, *Ph.D. (Toronto)*
Psychologist, Toronto Board of Education

JAMES COLE, *Ph.D. (Toronto)*
Chief Psychologist, Scarborough Centenary Hospital, Toronto

BARRY COOK, *Ph.D. (Toronto)*
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Staff Psychologist, Forensic Service, Clarke Institute of Psychiatry, Toronto

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DAVID DAY, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital, Toronto

GARY DIBBS, *Ph.D. (Hawaii)*
Consultant, Rohrer, Hibler & Replogle, Inc., Toronto

SISTER ELINOR DICKSON, *Ph.D. (Ottawa)*
Coordinator of Psychological Services, St. Michael's Hospital, Toronto

NEVILLE DOXEY, *Ph.D. (Cape Town)*
Clinical Coordinator, Psychological Services, Workmen's Compensation Board Hospital and Rehabilitation Centre, Toronto

CHRIS DRONSEJKO, *Ph.D. (Waterloo)*
Senior Psychologist, Queen Street Mental Health Centre, Toronto

BARBARA DYDYK, *Ph.D. (Loyola)*
Director, Interface Program, Thistletown Regional Centre for Children and Adolescents, Rexdale

KENNETH ELLIOTT, *Ph.D. (California School of Professional Psychology)*
Psychologist, Sunnybrook Medical Centre, Toronto

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist and Director, North York Group Psychotherapy Foundation, Toronto

SIDNEY FOLB, *Ph.D. (Western Ontario)*
Head, Psychology Department, Donwood Institute, Toronto

DAVID GARNER, *Ph.D. (York)*
Assistant Professor, Departments of Psychology and Psychiatry, University of Toronto

RHODA GLASSBERG, *Ph.D. (McGill)*
Staff Psychologist, Clarke Institute of Psychiatry (METFORS), Toronto

MARGARET HOVANEC, *Ph.D. (Toronto)*
Consultant Psychologist to Oncology, Sunnybrook Medical Centre, Toronto

DAVID JACKSON, *Ph.D. (Chicago)*
Jackson, Smith and Associates Ltd., Toronto

HOWARD JOBIN, *Ph.D. (Toronto)*
Chief Psychologist, Metropolitan Separate School Board, Toronto

JUDITH KOBRICK, *Ph.D. (Toronto)*
Psychologist, Peel Social Services, and private practice

JOHN MCLACHLAN, *Ph.D. (Toronto)*
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ED MEADE, *Ed.D. (Toronto)*
Executive Director, Markham Family Life Centre

MARY MORRIS, *Ph.D. (Toronto)*
Psychologist, North York Centre for Youth Services, Toronto

NORMAN E. MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre, Toronto

JOHN MUNN, *Ph.D. (Toronto)*
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TONY NORTON, *Ph.D. (London)*
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Chief Psychologist, Forensic Service, Clarke Institute of Psychiatry, Toronto

MARJORIE PERKINS, *Ph.D. (Toronto)*
Psychologist, North York Board of Education, Toronto

NATHAN POLLOCK, *Ph.D. (Toronto)*
Psychologist, Forensic Service, Clarke Institute of Psychiatry, Toronto

REG REYNOLDS, *Ph.D. (Waterloo)*
Chief Psychologist, Ontario Correctional Institute, Brampton

JUDITH ROSS, *Ph.D. (Syracuse)*
Staff Psychologist, Psychiatric Division, Health Service, and Special Lecturer, Department of Psychology, University of Toronto

RUSSELL SCHACHAR, *M.D. (Toronto)*
Assistant Professor and Psychiatrist, Hospital for Sick Children, Toronto

WARREN SHEPELL, *Ph.D. (Pennsylvania)*
President, Warren/Shepell Industrial Psychologists, Toronto

MARTI SMYE, *Ph.D. (Toronto)*
Jackson, Smith and Associates Ltd., Toronto

HEATHER ANN WHITE, *Ph.D. (York)*
Psychologist, Toronto East General Hospital

HARLEY WIDEMAN, *Ph.D. (Toronto)*
Senior Psychologist, Hincks Treatment Centre, Toronto

PROGRAMS OF SPECIALIZATION

Please direct inquiries for this department to the chairperson of the department.

The Department of Applied Psychology offers the following degree programs in three major areas:

1. Counselling Psychology – M.Ed. and Ed.D. programs
2. Educational Psychology – M.Ed., Ed.D., M.A., and Ph.D. programs
3. School Psychology – M.A. and Ph.D. programs

A variety of Master of Education for Special Purposes programs are available. See section 4 below and the "Interdisciplinary Focuses" section of this Bulletin.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined on pages 35 to 40 in this Bulletin.

M.Ed., see page 35.
M.A., see page 37.
Ed.D., see page 39.
Ph.D., see page 40.

In addition, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements listed earlier in the Bulletin as well as the special requirements for the program of their particular interest.

Applications are obtainable from the Office of Graduate Studies. For further information see pages 11 to 13 of this Bulletin.

Deadline for all new applications is February 1. All continuing part-time applications for admission to courses must be submitted by April 1.

The School Psychology division requires Graduate Record Examination scores for admission to the M.A. and Ph.D. programs. (See page 11.)

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined on pages 35 to 42 in this Bulletin with these exceptions: the M.A. in School Psychology is a two-year program after a four-year degree in Psychology; the M.Ed. in Counselling (Option 2) requires a four-year degree in Psychology and full-time residence in the program. The length of residence depends on the individual program and how it is pursued. The Ed.D. in Counselling (Option 2) requires two years of full-time study.

Programs are arranged in consultation with a faculty advisor and will take into account not only the requirements listed on pages 35 to 42, but the student's background and individual needs, as well as the particular demands of the specialization.

Programs for the Ed.D. in Counselling (Option 2), the Ph.D. in School Psychology, and the Ph.D. in Educational Psychology have been planned so that graduates may meet the academic criteria for registration as a psychologist in Ontario through examination by the Ontario Board of Examiners in Psychology (OBEP). Students planning eventual registration are advised to plan their individual programs in conjunction with their faculty advisors to meet the academic criteria of OBEP. (See insert on OBEP registration below.)

EXAMINATIONS

Ph.D. candidates in School Psychology and Ed.D. candidates in Counselling (Option 2) programs will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science. The M.Ed. and Ed.D. programs focus on the psychology of teaching, community psychology, and early childhood education. Students interested in the M.Ed. and Ed.D. programs must indicate the focus they are interested in when they apply.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program features three different focuses. Students will be expected to apply for one of the three described below.

Focus on Teaching
This program emphasizes the psychology of instruction, and is intended primarily for classroom teachers wishing to reflect on and improve their classroom teaching. Those admitted are expected to take eight half-courses, at least six of which should be selected from courses in the Department of Applied Psychology with an emphasis in Educational Psychology. The program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with the student's faculty advisor.

Focus on Community Psychology
Designed primarily for teachers, those admitted are expected to undertake eight half-courses, at least four of which should be courses with a heavy emphasis in community psychology. Additional courses with an emphasis in community development may be taken in other departments of the Institute. A core course in community psychology and a practicum in a community setting will be required. The complete program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with a faculty advisor.

Focus on Early Childhood Education
Students entering this focus will have had experience as teachers and/or early childhood specialists. The aim of the program of study is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience. A program of study will be developed with an advisor and will require at least three courses in Educational Psychology with a heavy emphasis in Early Childhood Education and optional courses from the Department of Applied Psychology and other departments.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in psychology may be admitted to an M.A. program extending beyond one year.

The course of study of the one-year M.A. program consists of six half-courses with an emphasis in Educational Psychology. The program should be arranged in consultation with the student's faculty advisor. A research thesis is also required.

The program's central focus is on applied cognitive science. The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology. Students will be able to pursue interests in one of the three M.Ed. and Ed.D. focuses of the Educational Psychology program if desired.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

The program features three different focuses. Students will be expected to apply specifically for one of the three described below.

Focus on Teaching
This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychoeducational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Focus on Community Psychology
This program is designed primarily for practitioners in community settings with either an educational or a social-psychological emphasis, and for persons who wish to develop expertise leading to professions in community settings. Applicants will normally have completed the equivalent of the University of Toronto M.Ed. or M.A. in Educational Psychology with a specialization in community psychology. Applicants with an M.Ed. or M.A. with a specialization other than the above may be considered for admission, but courses would have to be taken as a Special Student first in order to establish the appropriate master's degree equivalence. A major of four half-courses heavily emphasizing community psychology, including a practicum and an internship experience in a community setting will form part of the normal requirements. The exact program should be arranged in consultation with the student's faculty advisor.

The Ed.D. also requires a thesis which normally involves community development for a community setting or a critical reflection upon an existing program.

Focus on Early Childhood Education
This program is designed primarily for individuals who have had considerable experience working with children – for example, as a teacher or as a specialist in child psychology or child welfare at the master's level – and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the children's field.

The Ed.D. program consists of eight half-courses plus a thesis. The program requires one full year of full-time study.

The program is individually designed by the candidate and faculty advisor. Every attempt is made to ensure coordination of the program with the candidate's career, interests, and course requirements. The resident year is planned to provide experience in the integration of theory with practice, and to provide courses appropriate to the candidate's major interest.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 11 and 39, the Department of Applied Psychology specifies the following:

(a) The applicant must have completed the equivalent of the University of Toronto M.A. or M.Ed. with a minimum of four half-courses in Applied Psychology.

(b) Appropriate letters of reference must be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(c) Ordinarily, one year of professional preparation in education is desirable.

(d) Successful professional experience in education is a requirement.

(e) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

PROGRAM OF STUDY

The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time coursework. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and one faculty advisor to ensure coordination of the program with the student's career, interests, and required competencies. Of the eight half-courses required, four will be directly in Educational Psychology. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

The Ed.D. thesis will report the results of a study which addresses theoretical issues applicable to professional concerns and practice, or which focusses directly on empirical aspects of educational practice.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

The applicant must submit a paper, or a summary of it, which represents his/her best work.

This program's central focus is on applied cognitive science. The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology. Students will be able to pursue interests in one of the three Ed.D. focuses of the Educational Psychology program if desired.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 40 to 42, the program for the second and third years presently consists of eight half-courses as follows:

(a) A major, consisting of four half-courses at the doctoral level, with heavy emphasis in applied cognitive science courses, to form a substantive focus of specialization.

(b) A first minor, normally consisting of two appropriate half-courses within the Graduate Department of Education.

(c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies or in another department of OISE. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

2. COUNSELLING PSYCHOLOGY

Applicants contemplating an M.Ed. program related to counselling should note that there are four alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from the Teachers' Service Section, Ministry of Education, 18th floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Teachers who began the M.Ed. program prior to October 1978 may obtain the Specialist Certificate by completing the requirements for such certification as existed at the time they began the program.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling in either the Special Purposes with emphasis in Counselling (see section 4 below) or the Adult Education and Counselling program.

In addition to the general requirements detailed on pages 11 and 35 to 37, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology.

or

(c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. All degree programs consist of a minimum of eight half-courses regardless of the certificates held and are planned by a student in consulation with a faculty advisor. Every program must include counselling theory and a practicum experience which would constitute the equivalent of at least three half-courses in Counselling Psychology. If doctoral study is contemplated, four half-courses should be taken in the Department of Applied Psychology.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

The purpose of this program is to help meet the need for competent counsellors of adults in the Colleges of Applied Arts and Technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program is offered jointly by the departments of Adult Education and Applied Psychology. Application may be made to either department for admission to this program. The choice of deparment should be based on the educational background, relevant experience, and future goals of each applicant. In general, applicants with a good background in psychology and who anticipate enrolling in psychology courses beyond the minimum of four half-courses and/or are considering further studies in psychology should apply to the Department of Applied Psychology; for other applicants, parallel considerations would indicate application to the Department of Adult Education. This program consists of ten half-courses; however, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses.

MASTER OF EDUCATION (OPTION 2)

Preparation for Ed.D. (Option 2) Counselling program. For full details of this program see the Ed.D. program below.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON COUNSELLING

For full details of this program, see below (section 4, Master of Education for Special Purposes).

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options (Option 1 and Option 2) in the study of counselling at this level. They are distinguished from one another principally on the basis of the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

OPTION 1

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Doctor of Education programs stated on pages 11 and 39, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report, a Qualifying Research Paper, or a master's thesis.

PROGRAM OF STUDY

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least the equivalent of five half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

INTERNSHIP REQUIREMENTS

The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

OPTION 2

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

ADMISSION REQUIREMENTS

The Department of Applied Psychology specifies the following:

(a) A four-year undergraduate degree in Psychology.

(b) The applicant must normally hold an M.Ed. degree with specialization in Counselling (Option 2) from the University of Toronto, or an equivalent degree. The M.Ed. (Option 2) program is described below. Students who have the equivalent course requirements but lack the internship requirements of the Option 2 program may be admitted under the condition that this requirement will be included in the doctoral program.

(c) Applicants who hold an appropriate master's degree in Psychology or a closely related area may be admitted to the two-year Ed.D. program (Option 2).

(d) Applicants who hold an M.Ed. (Option 2) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report, a Qualifying Research Paper, or a master's thesis.

PROGRAM OF STUDY

Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in Counselling Psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. Ten half-courses covering these areas are required. If a student has completed the M.Ed. (Option 2) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Two years of residence are required of students entering the Ed.D. (Option 2) program.

INTERNSHIP REQUIREMENTS

All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (Option 2) program will undertake their first internship during their first year in residence.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

EXAMINATIONS

In addition to normal course requirements, students will twice be examined systematically, once in general psychology and once in professional psychology. The first of these is a qualifying examination in general psychology, which will normally be taken during the first year of residence. It will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The second examination, to be taken upon completion of coursework requirements, is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

M.ED. (OPTION 2) PROGRAM REQUIREMENTS

Students entering this program must have a four-year undergraduate degree in Psychology. See page 35 regarding the qualifications for an eight or a ten half-course program. In a few cases an applicant without teacher training or experience might be admitted to a twelve half-course M.Ed. program.

PROGRAM OF STUDY

Students will plan their program in consultation with a faculty advisor. Every program will include counselling theory and practicum which will constitute at least the equivalent of four half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Residence is required as follows: for eight half-course programs, one regular session (September to April); for ten half-course programs, one and a half regular sessions; for twelve half-course programs, two regular sessions. The period of residence may be reduced if some courses are taken in summer session(s). (Normally six half-courses represent a regular session course load.)

INTERNSHIP REQUIREMENTS

For students in the twelve half-course M.Ed. (Option 2) program, an internship of approximately two days per week in an appropriate professional helping institution is required. Individual arrangements must be made with the Coordinator of Internships. This internship could also meet one of the internship requirements of the Ed.D. program should a student be admitted to that program at a later date.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in Psychology. Those with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Note: Graduate Record Examination

scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 11.

The program normally requires a minimum residence period of two academic years.

The School Consultant program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis. At least six half-courses should be taken in the Department of Applied Psychology, three of which must be in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

A thesis is required.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Like the master's program above, this program is intended to prepare a person to help in the solution of practical psychoeducational problems, as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in positions of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually expected for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the two-year M.A. (School Consultant Option) described above. However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere may be admitted to a two-year doctoral program.

Note: Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see page 11.

The combined master's and doctoral program normally requires a minimum residence period of four academic years

A student accepted into the Ph.D. program having already earned a master's degree in Applied Psychology, with an acceptable master's thesis, at another university, but not considered t be equivalent to the M.A. (School Consultant Option) program, will be required to take a three-year doctoral program. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A program.

Students entering a two-year Ph.D. program will devise in consultation with a faculty advisor a program which will take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Department of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology ar required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

4. MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed.

programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. Admission procedures will require that the student's program be approved by the department before the student may be accepted. All applications must include a rationale for taking a Special Purposes M.Ed. program. Further information about this degree will be found on page 37.

Please note: All new applications for this program commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing part-time applications for admission to courses must be submitted by *April 1.*

The following are examples of special purpose areas which emphasize particular interests.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare students who intend to operate, or are operating, primarily in a multicultural school or community setting. The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto.

A program of study should be worked out by each student in consultation with Aaron Wolfgang and Peter Gamlin, faculty advisors for this focus. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON COUNSELLING

Through a Master of Education for Special Purposes with a focus in Counselling, students may develop a program within the Counselling Psychology division of the department. It is understood that there are students for whom the Master of Education programs in Guidance and Counselling, Counselling (Option 2), or Adult Education and Counselling are inappropriate.

Individual programs will be worked out by the student in consulation with a faculty advisor. Every program will contain counselling theory and a practicum which will constitute at least the equivalent of three half-courses in Counselling Psychology. If doctoral study is contemplated, four half-courses must be taken in the Department of Applied Psychology.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND THE REGULATION OF THE PRACTICE OF PSYCHOLOGY IN ONTARIO

The practice of psychology in the Province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral program from any graduate program in psychology does not in itself qualify a person to practise as a psychologist.

The Ontario Board of Examiners in Psychology (OBEP) regulates the practice of psychology and examines candidates for registration as a psychologist in Ontario. For further information contact

The Registrar
The Ontario Board of Examiners in Psychology
37 Prince Arthur Avenue
Toronto, Ontario M5R 1B2

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, a student may enrol in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Students who do not have a basic academic background in psychology and counselling are required to obtain permission from the instructor before enrolling in the course.
J. Wine and staff

1203 Y PRACTICUM IN COUNSELLING

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, Guidance and Counselling and Special Purposes (Counselling) students are required to be in attendance one full day per week at their practicum setting, while students in Adult Education and Counselling must spend two full days. Practica for Guidance and Counselling students are arranged by the department for all full-time students and part-time students in attendance during the Summer Session. Part-time students during the Regular Session, however, are required to make their own arrangements. Such arrangements are a requirement for approval of enrolment in the course and must be confirmed with the course instructor.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

The practica for all Adult Education and Counselling students must be arranged by consultation with the administrator of that program. The committee for that program reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H. Non-Counselling students require the permission of Dr. J. C. Weiser.

M. Guttman, V. Darroch, and *J. C. Weiser*

1204 F,S,H PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counselling, and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.

K. Henderson

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.

K. Henderson

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in everyday life, and individual differences in cognition.

S. Palef

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.

K. Henderson

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.

J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES

Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research, students will engage in experiential exercises and view demonstration tapes.
D. Hunt

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
A. Wolfgang

1214 F,S,H RESEARCH SEMINAR IN MULTICULTURAL STUDIES

The course is designed to enable students to do an extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to do a review of the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do field work to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
A. Wolfgang

1215 H SEMINAR: GROUP PROCESSES

This is an advanced course for students in Counselling and other interested students who have had some previous group work experience. This course encompasses a consideration of group dynamics and group development and organizational development. Personal participation and the development of interpersonal skills and leadership skills in group work will receive major emphasis especially as these relate to theoretical and professional issues in counselling practice.
M. Guttman

1216 F,S,H PSYCHOEDUCATIONAL ASSESSMENT

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children, tests of specific cognitive and attentional disabilities, and assessment of atypical children will be taught. Priority is given to students in the School Psychology program.

Prerequisite: Permission of the instructor.
P. J. Caplan

1217 F,S,H BEHAVIOR MODIFICATION AND BEHAVIOR THERAPIES

This course will include a broad variety of behavior-focussed therapies now in use. A limited self-modification project will be required of each student and will be one determinant of the final grade.
P. J. Caplan and *M. Orme*

1219 F,S,H ETHICAL ISSUES IN APPLIED PSYCHOLOGY

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
K. Henderson

1220 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis and *O. Weininger* (Practicum: *P. J. Caplan, K. Henderson, S. Miezitis*, and *O. Weininger*)

1221 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART II

Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.

Prerequisites: 1219F,S,H and 1220F,S,H.
S. Miezitis and *O. Weininger* (Practicum: *P. J. Caplan, K. Henderson, S. Miezitis*, and *O. Weininger*)

1224 F,S,H PSYCHOPATHOLOGY OF INFANCY AND CHILDHOOD

Consideration of the process of atypical behavior development in children, focussing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.

Prerequisite: Permission of the instructor.
P. J. Caplan

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will examine one of several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. The particular model to be examined will be named in the schedule of courses each year.
Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

Each year this course will examine a

model which is different from that dealt with in 1228F,S,H.

Prerequisite: Permission of the instructor.

Staff

1230 F,S,H PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructor.

Staff

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING YOUNG CHILDREN

Theory and practice in early assessment and intervention. Use of classroom observation and diagnostic teaching approaches in the assessment of learning styles. Experimentation with alternative teaching styles and classroom intervention strategies to enhance student motivation and learning.

Prerequisite: Permission of the instructor.

S. Miezitis

1233 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: PART I: CONCEPTUAL DIMENSIONS

Conceptual issues fundamental to educational practice are examined from several theoretical and empirical perspectives, primarily those of Applied Cognitive Science. Such issues as cognitive development, language development, moral development, learning, instruction, abilities, and motivation are examined with a view both to increasing psychological understanding and to improving educational practice. For M.A. candidates in Educational Psychology; otherwise by permission of the instructor.

Staff

1234 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: PART II: CURRENT ISSUES

This course will extend the theoretical perspectives developed in 1233F,S,H and apply them to current issues in educational thought and practice. This course is available only to those who have taken 1233F,S,H.

Staff

1236 F,S,H PSYCHOLOGY OF EDUCATIONAL CHANGE

This course is intended to help those involved in educational innovation to understand aspects of the change process through some basic psychological concepts and the interrelationships between the individual and the system. Cognitive and affective aspects of individual adaptation, or resistance, to change and some interpersonal factors operating within school systems will be examined. A critical look at studies of the effect of attitude and personality on innovativeness will be included.

The course is designed for teachers, resource personnel, and administrators already involved in the process of curriculum innovation. Students will be required to examine some aspect of their own work toward educational change in the light of the concepts studied.

C. Nash

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic understanding of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.

R. Case

1238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1241 F,S,H METHODS OF EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
A. Biemiller

1242 Y DEVELOPMENTAL PATTERNS IN EARLY CHILDHOOD

An overview of child development, what influences it, and the changes that take place. A brief review of research techniques and statistics will be provided. Six major areas of development will be covered: physical and physiological growth; information, planning, and arousal systems; skills; temperamental and emotional characteristics; self processes; and behavior. This course is offered at the Institute of Child Study (Course 1002). Students from the Ontario Institute for Studies in Education enrolled in this course will be expected to complete Course 1002 requirements, and, in addition, to choose a special area of child development for intensive examination, and prepare a major paper critically reviewing the literature in that area.
O. Weininger

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H FEMINIST ISSUES IN COUNSELLING PSYCHOLOGY AND PSYCHOTHERAPY

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to socio-historical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The latter half of the course explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
J. Wine

1260 F,S,H FOUNDATIONS OF GUIDANCE AND COUNSELLING

Philosophical issues related to guidance and counselling decisions are debated, discussed, and evaluated. Counselling theories are evaluated and related to elementary and high school situations. Counsellor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counselling are discussed, and students actually design experiments for potential use in investigating counselling problems, or for programs related to their jobs. The impact of nonverbal communication on the counsellor–student relationship is examined.
A. Wolfgang

1261 F,S,H GROUP WORK IN COUNSELLING

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
J. C. Weiser and *A. Wolfgang*

1266 F,S,H THEORY AND PRACTICE OF VOCATIONAL DEVELOPMENT

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of vocational development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. (Students are encouraged to take 1611F,S, Educational and Psychological Testing for Guidance Personnel, prior to taking this course.)
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING

A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisites: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

An examination of knowledge – its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
S. Palef

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise M.A. students in 1219F,S,H, 1220F,S,H, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1219F,S,H, 1220F,S,H, and 1221F,S,H.
P. J. Caplan, K. Henderson, S. Miezitis, and *O. Weininger*

3203 Y PSYCHOLOGICAL DIMENSIONS OF SOCIAL ETHICS

The course attempts to develop themes which raise critical questions about contemporary social institutions and values. The interrelationship between these broad cultural themes and the institution of the school will be analysed in detail. The profession of psychology will come under critical scrutiny in an ideology critique which looks at the role of psychological technology in the schools.
E. V. Sullivan

3204 F,S,H ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyse the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover

philosophical and psychological theories, ending in the analysis of concrete ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their import in an educational context. The course is appropriate for students in all divisions of Applied Psychology with an emphasis on their role as psychological professionals. The content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.
E. V. Sullivan

3205 F,S,H RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.
M. Orme

3206 F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An examination of conditions during the prenatal and infant period of development that will have an impact on later behavior. Normal development is studied with a view to recognizing deviations from it, and research literature focussing on this early period is explored. Students will observe infants in various settings, including the Parent–Infant Centre at the Institute of Child Study.

This course is given at the Institute of Child Study (Course 1004). Students enrolled from the Ontario Institute for Studies in Education will be expected to complete Course 1004 requirements, and in addition to prepare review papers on problems in the development of materials, methods, and measures in relation to ongoing infant and/or preschool programs.
O. Weininger and *B. Flint*

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

This seminar will cover the areas of emotional and affective processes during adolescence; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological dimensions of the adolescent years.
D. Brison, S. Miezitis, and *O. Weininger*

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes

in perception, thinking, and instruction.
Prerequisite: Permission of the instructor.
D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION
Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective which involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
D. Hunt

3211 F,S,H SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION
This course is an extension of 1209F,S,H with an exploration in greater depth of theory and relevant research.
J. Quarter

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING
This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
K. Henderson

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION-PROCESSING AND CHILDREN'S LEARNING
The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment on learning processes.
Prerequisite: Permission of the instructor.
O. Weininger

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I
Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through reflective analysis.
V. Darroch

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II
Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang

3217 Y PRACTICUM IN COUNSELLING PSYCHOLOGY
Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.
C. M. Christensen and staff

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING
A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Prerequisite: 3216F,S,H.
J. Wine

3220 F,S,H ANALYSIS OF LEARNING TASKS

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem.

C. Bereiter

3221 F,S,H INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

This seminar will examine the processes involved in learning, playing, and developing from various theoretical points of view, and will review and devise methods of measuring individual differences in these processes. Special emphasis will be given to problem-solving, and to creativity in the problem-solving process. Students will be expected to participate actively in preparing papers for the seminar.

Prerequisite: Permission of the instructor.

P. Gamlin

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.

M. Orme

3223 F,S,H PSYCHOEDUCATIONAL CONSULTATION: EFFECTING CHANGE IN THE SCHOOLS

Theory and practice in visualizing and effecting change in the schools. Impact of teacher and student perceptions and attitudes on teaching styles and learning approaches. A preventive orientation based on classroom observation is used in assessment and intervention.

Implementation of an in-service training/teacher consultation model for rendering psychological services to the schools.

Prerequisite: Permission of the instructor.

S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.

Staff

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.

Staff

3226 Y CRITICAL INTERPRETATION IN PSYCHOEDUCATIONAL RESEARCH

This course is entitled "critical interpretation" because it locates psychological interpretation within the power dynamics of society. The course is designed to develop a critical perspective with psychological theory and as it applies to educational research. Comparative

examples and critical examination of studies will be part of the course curriculum.
E. V. Sullivan

3227 F,S,H PLAY AND EDUCATION
A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

Prerequisite: Permission of the instructor.
O. Weininger

3228 F,S,H THE CULTURAL EFFECTS OF MASS MEDIA ON HUMAN COGNITION: EDUCATIONAL DIMENSIONS
The course identifies the "mass media" as a powerful educational form in contemporary culture. Specifically, the direction taken toward the "mass media" will be critical. "Critical" within the course context means that the course is framed within a "critical theory" of society. The course will examine theory and research on the effects of mass media (newspapers, television, etc.) and their relation to cultural values. The course should have relevance to educators who are interested in treating the mass media within a social studies curriculum.
E. V. Sullivan

3230 F,S,H DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY
A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed in a school system or government agency.
C. Bereiter

3233 F,S,H RESEARCH SEMINAR ON VOCATIONAL THEORY AND CAREER DEVELOPMENT
This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and *M. Guttman*

3237 F,S,H RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT
This seminar focusses on contemporary theories of intellectual development. Theories of particular developmental processes (e.g., sensorimotor development, development of quantitative skills) as well as general theories of development will be covered. The relevance of contemporary developmental theory for instruction will also be considered.
R. Case

3238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY
Description as for 1238F,S,H, but at the doctoral level.

3240 F,S,H PROJECTIVE TECHNIQUES
An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.

Prerequisite: Permission of the instructor.
O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

This course focusses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.

Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 1225F,S,H.
O. Weininger

3242 S INTERPRETIVE ANALYSIS OF BIOGRAPHIES: IMPLICATIONS FOR EDUCATION

The basis of the interpretive approach, as it will be discussed in this course, rests in aspects of existentialism and phenomenology, and the focus of the course will be the theoretical addressing of biographical narratives. Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized.

Prerequisite: Permission of the instructor.
V. Darroch

3243 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART I

This course examines traditional psychoanalytic theory and technique, including the basic principles of the psychoanalytic process as well as traditional approaches to questions of motivation, cognitive and affective development, and the nature and treatment of psychopathology. Parts I and II are appropriate for students planning to assess or treat adults or children in an educational setting.
S. Palef

3244 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART II

This course traces the basic principles and approaches studied in Part I through the changing conceptualizations of psychoanalysis provided by the ego psychology, object relations, and self psychology schools. The course includes a discussion of current controversies in psychoanalytic theory and practice.
S. Palef

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252F,S,H, but at the doctoral level.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field which will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in Educational Psychology; open to other doctoral students by permission of the instructor.
Staff

Curriculum

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Professor, and Chairperson of the Department
(curriculum implementation and evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(theoretical linguistics; educational linguistics of English; sociolinguistics)

LEONARD BERK, *Ph.D. (Stanford)*
Associate Professor
(school program effects; the history of school practices; the politics of the school program)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; curriculum research; mathematics curriculum development; diagnosis and remediation of learning problems in mathematics)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Professor
(personal-practical knowledge and practical reasoning, with reference to classroom studies, teacher thinking, and policy implementation; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

JAMES P. CUMMINS, *Ph.D. (Alberta)*
Assistant Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; learning disabilities)

BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teaching of writing and literature; language across the curriculum; analysis of teaching)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Associate Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Assistant Professor
(educational linguistics of French; French language studies)

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood/elementary education; instructional materials development; teacher/consultant decision-making)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Associate Professor, and Head, Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(curriculum evaluation; naturalistic research methods; measurement of educational environments)

DALE M. WILLOWS, *Ph.D. (Waterloo)*
Associate Professor
(reading theory; reading instruction; learning disabilities and reading disorders; cognitive and linguistic development)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

MICHAEL CANALE, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(language testing; communication skills; minority language education; Canadian French sociolinguistics)

HENRY G. HEDGES, *Ed.D. (Toronto)*
Professor, and Head, OISE Niagara Centre
(elementary science; teacher education; differentiated staffing; role of volunteers; history of curriculum development and Ontario public reports – Hope and Hall–Dennis)

JOHN MILLER, *Ph.D. (Toronto)*
Associate Professor, and Head, OISE Northwestern Centre
(affective education; values education; transpersonal education; curriculum orientations; adult development)

RAYMOND MOUGEON, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(minority language maintenance; minority language schooling; language acquisition by bilinguals; Canadian French dialects; sociolinguistics)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, OISE Northeastern Centre
(mathematics learning, complex intellectual functions, and curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Associate Professor, and Head, OISE Trent Valley Centre
(curriculum decision-making, values education, and school change strategies)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre
(evaluation and curriculum, and classroom studies)

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre
(program implementation in school systems; school and school system

organizational problems; adult learning)

CROSS-APPOINTMENTS FROM OTHER INSTITUTIONS:

ROBERT ANDERSON, *Ph.D. (Alberta)*
Program Director of the Canada Studies Foundation

MARTIN A. FISCHER, *M.D. (Toronto)*
Assistant Professor, and Executive Director of the Toronto Art Therapy Institute

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Associate Professor, College of Education, Brock University

PROFESSORS EMERITI:

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*

HANS H. STERN, *Ph.D. (London)*

CONFIDENTIALITY OF STUDENT FILES

Department of Curriculum students have access to their own personal files in the department. All letters of reference written to the department on behalf of a student applying for admission to the department may be reviewed by the student. The department will, however, respect the wishes of external agencies who specifically require that recommendations made by them remain confidential.

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The study of curriculum includes consideration of the nature and functions of curriculum, and of issues and factors influencing curriculum development, design, and implementation, as well as examination of instructional situations, practices, and materials used in formal and informal educational programs. Research skills appropriate to such study are developed through coursework within the department. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationship between curriculum and the nature of knowledge, the dynamics of communication, and learning and teaching.

The Department of Curriculum offers courses related to four major curriculum focuses: School Programs, General Curriculum, Curriculum Processes, and Language Education. Applicants may select their courses from within any one focus or from several focuses, although they are asked to indicate their primary interest at the time of application. Students may also choose courses from other departments of OISE or the School of Graduate Studies. The following descriptions of department focuses are included for purposes of illustration. No attempt has been made to list all courses which a student in a particular concentration may want to consider.

The *School Programs Focus* includes arts and education, English education, environmental education, humanities in the curriculum, mathematics education, social studies education, and science education. While such divisions reflect existing subject distinctions in schools and permit in-depth study of curriculum issues within particular subjects, students may take courses dealing with various subjects, as well as in other focuses of the department. Some courses particularly relevant to the School Programs Focus are 1315F,S,H, 1316/2316F,S,H, 1322/2322F,S,H, 1327/2327F,S,H, 1343F,S,H, 1345F,S,H, 1379F,S,H, 3315F,S,H, 3316H, 3320F,S,H, 3346F,S,H, and 3347F,S,H.

The *General Curriculum Focus* concerns itself with the concepts and skills required to plan curricula intelligently. Central issues include how teachers and policy-makers decide what to teach, to which students, and in what manner; how administrative policy may help or hinder teaching; how the policy, economy, culture, and society affect curricular decisions; how theories of teaching, learning, the milieu, and the subject are best used in making curricular decisions. Courses particularly relevant to the General Curriculum Focus are 1300F,S,H, 1302F,S,H, 1305F,S,H, 1360F,S,H, 1362F,S,H, 1380S, 3300F,S,H, 3301F,S,H, 3308F,S,H, 3309F,S,H, and 3360F,S,H.

The *Curriculum Processes Focus* deals directly with methods for the improvement of the school curriculum. Courses emphasize the nature and functions of curriculum processes such as deliberation, implementation, decision-making, consultancy, sequencing of materials, instruction, evaluation, and management. The focus on processes for effective management, relatively new in the department, should be of special interest to non-classroom personnel with curriculum responsibilities at the school and board level. Some courses especially relevant to the Curriculum Processes Focus are 1305F,S,H, 1306F,S,H, 1308/2308F,S,H, 1309F,S,H, 1346F,S,H, 1358F,S,H, 1360F,S,H, 1363F,S,H, 1378F,S,H, 1398F,S,H, 1399F,S,H, 3301F,S,H, 3305F,S,H, and 3358F,S,H.

The *Language Education Focus* is concerned with language teaching, language learning, and the role of language throughout the curriculum. In addition to highly specific courses dealing with first- and second-language teaching and learning, bilingual education, and educational linguistics, more general courses deal with issues of concern to all students of language and curriculum. Some courses particularly relevant to the Language Education Focus are 1310F,S,H, 1311F,S,H, 1313F,S,H, 1317Y, 1318Y, 1319F,S,H, 1326F,S,H, 1330F,S,H, 1333Y, 1336F,S,H, 1337F,S,H, 3310F,S,H, 3313F,S,H, 3319F,S,H, 3330F,S,H, 3332F,S,H, and 3336F,S,H.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 35 to 37. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for this program must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement, with the Department of Curriculum Program Planning Sheet (see item 2), receives close attention from the department admissions committee.

2. A completed copy of the Department of Curriculum Program Planning Sheet, which is enclosed with the application forms.

3. A single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

4. In most cases no standardized test scores are required for admission. However, in some cases Graduate Record Examination scores may be requested by the admissions committee.

This program consists of eight half-courses as follows:

(a) 1300F,S,H, Foundations of Curriculum Development;

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another department of the School of Graduate Studies.

Note: Students accepted to a ten half-course program must take five half-courses within the Department of Curriculum.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department offers some off-campus sections of curriculum courses to people in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses at OISE.

Information and application materials for off-campus courses to be offered in the 1983/84 Regular Session will be available from the Office of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

1. The Department of Curriculum, in cooperation with the Department of Measurement, Evaluation, and Computer Applications, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 37).

2. The Department of Curriculum also offers an M.Ed. focus in Early Childhood Education. This focus consists of eight half-courses:

(a) the following four half-courses:

1300 F,S,H Foundations of Curriculum Development
1308 F,S,H Accommodation of Curriculum Planning to Needs of the Learner: Primary/Junior
1311 F,S,H Reading and Language Comprehension
1365 F,S,H Programs and Practices in Early Education

(b) four half-courses selected within the Department of Curriculum or from Early Childhood offerings in other departments. Relevant courses in other departments are on file with the focus advisor, Ellen Regan.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 37 to 39. Ordinarily, students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a research-oriented program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement receives close attention from the department admissions committee.

2. Two letters of reference from university professors or other persons in a

sition to judge the applicant's aca-
mic promise at the graduate level.

A score on the Aptitude Test of the
aduate Record Examination (see
ge 11).

Students entering the Department of
urriculum without previous specializa-
n in curriculum are required to
dertake an M.A. program consisting
a master's thesis and ten half-courses
they have teacher certification;
herwise twelve half-courses are
quired.

In addition to completing the master's
esis, students in the M.A. program
ust undertake a minimum of half their
ursework in this department, includ-
g 1300F,S,H, Foundations of Curricu-
m Development. The remainder of
eir coursework may be selected from
is department, from any other depart-
ent of OISE, or from another depart-
ent of the School of Graduate Studies,
th the approval of the faculty advisor.

CTOR OF EDUCATION WITH ECIALIZATION IN CURRICULUM

e Ed.D. program in Curriculum is
ended for established practitioners in
sitions that involve responsibility for
rriculum design and implementation,
cluding professional development of
th preservice and in-service teachers.
e program emphasizes the relation-
ip between theoretical perspectives
d curriculum practice in order to
velop intellectual leadership among
omising professionals in a variety of
les in education. In general, the Ed.D.
esis concerns some aspect of curricu-
m which may be studied within the
amework of the candidate's profession-
role. The program is therefore
signed primarily for Ontario practi-
ners whose professional responsibili-
s lend themselves to doctoral-level
udy, and who can normally conduct
eir thesis study on-the-job after
mpleting the period of full-time
resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 39 to 40. The Qualifying Research Paper or its equivalent, referred to on page 39, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*. If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ed.D. (see page 39), the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see page 11).

(c) Early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

(d) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

PROGRAM AND PATTERN OF STUDY

Each program of study, which consists of a minimum of eight half-courses, is tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be taken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining coursework can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 40 to 42. In general, the Department of Curriculum's view of a Qualifying Research Paper (see page 41) is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*. If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ph.D. (see page 40) the Department of Curriculum specifies the following:

(a) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination.

(b) The applicant must submit a statement discussing in some detail his or her reasons for wishing to undertake training in research.

(c) Whenever possible, early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

PROGRAM AND PATTERN OF STUDY

In addition to the major thesis and other requirements as described on pages 40 to 42, the normal pattern of study for this degree is as follows:

(a) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and offers opportunities for M.Ed., M.A., Ed.D., and Ph.D. study concentrated in educational linguistics and second-language learning. Although many urses appropriate to such study are fered within the Department of urriculum, it is possible for students in is Centre to take some coursework in e graduate Department of Linguistics the University of Toronto or in nguage departments in the School of raduate Studies. Students should nsult the current Calendar of the chool of Graduate Studies for informa- on concerning these courses.

OURSES

course is identified with this depart- ent when the first two digits in the urse number are 13, 23, or 33. In a w instances, in order to differentiate tween courses focussing on elemen- ry/primary/junior and intermediate/ condary, course numbers for the latter ill commence with 23.

ote on admission deadlines:

pplications for full-time study in all gree programs in the Department of urriculum, and for new part-time plicants, *must be submitted by ebruary 1.*

Applications for continuing part-time udy in all degree programs in the epartment of Curriculum *must be bmitted by April 1.*

300 F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

he aim of this course is to apply theory nd research to the study of curriculum. he course *(a)* provides a language for nceptualization; *(b)* reviews the major emes in the literature; *(c)* provides a amework for thinking about curricu- m change; and *(d)* assists students in eveloping critical and analytical skills ppropriate to the discussion of curricu- m problems. The course is available in veral sections, each of which offers a rticular emphasis; descriptions of ese are available from the department. taff, Summer Session and Regular ession

1302 F,S,H CURRICULUM AND INSTRUCTIONAL ISSUES IN ELEMENTARY EDUCATION

An examination of issues in elementary education in the context of current developments/research in curriculum programming and instructional practice. The theoretical and empirical rationale of selected current innovations will be explored.

E. M. Regan, Regular Session

1304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)

Staff (offered as required)

1305 F,S,H TECHNIQUES FOR IMPROVING INSTRUCTION

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching.

B. Kilbourn, Regular Session (after hours)

1306 F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES

This course defines and exemplifies procedures for the tasks involved in developing curricula for non-traditional objectives. Among these tasks are: *(a)* developing a defensible set of objectives for a course, topic, or unit from existing guidelines; *(b)* defining growth sequences for a particular type of objective; *(c)* developing effective teaching and assessment methods; and *(d)* sequencing individual objectives into effective units. An introduction to a four-sequence curriculum consultancy program, course 1306 is intended primarily for local curriculum consultants, curriculum committee leaders, and department heads, whose ongoing curriculum development responsibilities can become the focus of a continuing project.

Prerequisite: Permission of the instructors.

F. G. Robinson, H. G. Hedges, J. Ross, and staff, Regular Session (offered only in some off-campus locations in 1983/84)

1308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR

A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will be given to planning in areas of interest to the class.

C. D. Carlow and *E. M. Regan,* Regular Session (after hours)

2308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: INTERMEDIATE/SECONDARY

A study of the application of recent theories of learning and motivation to curriculum planning at the intermediate and secondary level. Discussion will focus upon planning in the areas of English, social studies, theatre arts, second-language learning, and mathematics, depending upon the range of interests in the class.

C. D. Carlow and staff, Regular Session (after hours)

1309 F,S,H CLINICAL ANALYSIS OF TEACHING

This course addresses the supervision of teachers and is based on a particular technique of supervision called clinical analysis. The focus is on developing the skills of in-depth, one-to-one, systematic analysis of classroom teaching. Teaching patterns are detected and appropriate strategies are developed for dealing with them. The course will be of interest to anyone with supervisory responsibilities (e.g., principals, consultants) as well as classroom teachers.

Prerequisite: 1305F,S,H or permission of the instructor.

B. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.

J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.

D. M. Willows, Regular Session

1312 Y APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: 1310F,S,H and 1311F,S,H.

D. M. Willows, Summer Session and Regular Session (after hours)

1313 F,S,H LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking,

first- and second-language study).
J. P. Cummins and *B. Fillion*, Regular Session (after hours)

1314 H DIAGNOSIS AND REMEDIATION IN ELEMENTARY SCHOOL MATHEMATICS

Investigation of cognitive, emotional, and motivational factors related to learning difficulties in elementary school mathematics. Both task-analysis and global-intuitive approaches will be considered in developing and implementing remediation procedures.
C. D. Carlow, Regular Session (after hours on a bi-weekly basis)

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
B. Fillion, Regular Session (after hours)

1316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY

A study of mathematics curriculum materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in a age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
C. D. Carlow, Summer Session 1984 and Regular Session (after hours)

2316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY

Mathematics curriculum materials at the intermediate and senior levels will be considered in a historical perspective and analysed for potential meaningfulness in terms of recent theories of learning and motivation.
C. D. Carlow, Regular Session (after hours)

1317 Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. Stern, Summer Session

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
Staff, Summer Session and Regular Session

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the students.
Staff, Regular Session

1322 F,S,H SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of current issues in the teaching of elementary school social studies with an emphasis on social studies curriculum development.
Staff, Regular Session (after hours)

2322 F,S,H SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An analysis of current issues in the teaching of secondary school social studies with an emphasis on social studies curriculum development.
Staff, Regular Session (after hours)

1324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1325 F,S,H PROBLEM-SOLVING IN SECONDARY SCHOOL MATHEMATICS

An investigation of major curriculum issues involved in upgrading problem-solving in secondary school mathematics. A number of problem-solving sequences from mathematics programs in North America and Europe will be studied in terms of their potential for developing successful and motivated problem-solvers of routine and non-routine problems.

Problem-solving in mathematics will be related to problem-solving in other fields.
C. D. Carlow, Summer Session 1984 and Regular Session (after hours)

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.
J. A. McInnes, Regular Session (after hours)

1327 F,S,H READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching of reading and writing at the elementary school level with particular reference to the development of children's linguistic and cognitive abilities.
Staff, Regular Session (after hours)

2327 F,S,H READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
B. Fillion, Regular Session (after hours)

1328 F,S,H EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course aims at acquainting students with the main characteristics of Canadian French. In areas of Canadian French that await systematic description, students carry out sociolinguistic analyses of French speech samples (from Ontario and Quebec) under the instructor's guidance. The educational implications of a sociolinguistic description of Canadian French are examined. This course is given in French.

Prerequisites: High level of fluency in French and background in linguistics.
R. Mougeon, Regular Session (after hours)

1330 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

Prerequisite: A fluent command of French.

S. Lapkin, Regular Session (after hours)

1333 Y INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1335 F,S,H EDUCATION FOR LINGUISTIC AND CULTURAL MINORITIES: COMPARATIVE POLICY ANALYSIS

Educational policies for minorities in both industrialized and Third World nations are studied with emphasis on practical aspects of school system operations: organization, governance, finance, classroom impact of policy. Tradeoffs between different policy instruments are reviewed from the perspective of policy-makers and groups affected.
S. Churchill (not offered in 1983/84)

1336 F,S,H SECOND-LANGUAGE LEARNING

Theories and research of first-language (L1) acquisition are considered for their relevance to theories and research on second-language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage, transitional competence, and approximative systems. The role of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.
M. Swain, Regular Session

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
M. Swain, Regular Session

1338 F,S,H COMMUNICATIVE COMPETENCE

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks. This course is given in French or English.
M. Canale, Regular Session

1339 F,S,H LANGUAGE ASSESSMENT

This course provides an introduction to five areas of (first- and second-) language assessment: listening comprehension, reading comprehension, oral interaction, written expression, and overall language proficiency. Examined within each area are major instruments, proper use of these instruments, and key issues. Particular emphasis is placed on language assessment in a minority setting. This course is given in French or English.
M. Canale, Regular Session

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course treats problems of teaching the humanities in secondary schools and colleges. The humanities are understood

to include history, languages and literatures, philosophy, and the arts.
Staff, Regular Session (after hours)

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1350 F,S,H SEMINAR: CURRENT ISSUES IN PLAY, DRAMA, AND ARTS EDUCATION

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will present one or more seminar papers. Topics will vary from year to year depending upon the interests of course members.
R. Courtney, Summer Session and Regular Session

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to submit an Individual Reading and Research Course form, available from the department's academic secretary, describing the rationale and plan of study for the course. This form must be approved by the faculty advisor and the instructor with whom the course will be taken.

1355 F,S,H PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357 Y ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly (offered in Summer Session 1984 and alternate summers)

1358 F,S,H IMPLEMENTING CURRICULUM INNOVATIONS: THE TEACHERS' ROLE

Basic assumptions underlying alternative approaches to curriculum implementation are examined. A model for planned change is used to identify those tasks central to effective implementation of curriculum innovation. Procedures for carrying out such tasks in relation to the teachers' role are examined and ethical issues associated with intervention are discussed.

The course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities. See also courses 1359 and 3358.

K. A. Leithwood, Summer Session and Regular Session

1359 F,S,H IMPLEMENTING CURRICULUM INNOVATIONS: THE ADMINISTRATORS' ROLE

A companion to course 1358, the course is based on the same model for planned change. Tasks central to effective administration and leadership in improving school effectiveness are identified and procedures for carrying out these tasks are examined. Ethical issues associated with administrative intervention are identified and alternative approaches to such issues discussed.

This course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities.

Prerequisite: Course 1358F,S,H or permission of the instructor.

K. A. Leithwood, Summer Session and Regular Session

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum program. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.

J. Weiss and staff, Summer Session and Regular Session (after hours)

1362 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH

An analysis of various approaches to research in curriculum development and assessment. Topics will be suited to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.

M. W. Wahlstrom, Regular Session (after hours)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.

M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.

E. M. Regan, Regular Session

1370 F,S,H THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310F,S,H or 1313F,S,H.

J. A. McInnes, Regular Session (after hours)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course with major focus upon the means for determining and evaluating significant but often neglected educational objectives and outcomes. Critical components include analysis of educational purposes and means for implementing and assessing nonconventional programs, such as open or informal programs. Students develop indices for assessing significant nontraditional outcomes, such as self-reliance or group problem-solving.

Prerequisite: Permission of the instructor.

J. Weiss, Regular Session (after hours)

1379 F,S,H KNOWING AND TEACHING

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about *knowing* and issues about *teaching*. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is *not* assumed that students will have a background in philosophy.

B. Kilbourn, Regular Session

1380 S MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyse the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the educational policy of multiculturalism. Courses of study for multiculturalism will be compared with a multicultural curriculum. Students will be encouraged to develop classroom applications of one of these.

G. L. McDiarmid, Regular Session (not offered in 1983/84 but in alternate years)

1390 F,S,H CURRICULUM CONSULTANCY

This course is a follow-up to 1306F,S,H, and stresses the use of curriculum development skills in a variety of interpersonal settings including curriculum committees, department activities, and paid consultancy roles. Students are assisted in planning and implementing curricula for teachers and agents implicated in change: such curricula are conceived in terms of the requirements for intended agent growth along clearly defined dimensions of behavior. The context of the consultancy experience is the students' ongoing curriculum development work initiated in 1306F,S,H.

Prerequisite: 1306F,S,H and permission of the instructors.

F. G. Robinson, H. G. Hedges, and staff

1398 F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty advisor and practicum coordinator.

Staff, Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.
Staff, Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures particularly as these relate to equality of educational opportunity.

Prerequisite: 1300F,S,H.
G. L. McDiarmid, Regular Session (offered as required)

3301 F,S,H SEMINAR: CURRENT PROBLEMS IN CURRICULUM STUDIES

The examination of a current topic or problem in curriculum studies. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics will vary from year to year depending upon the interests of course members.

Prerequisite: Permission of the instructor.
Staff, Regular Session (daytime)

3303 F,S,H COLLOQUIUM ON DECISION-MAKING ROLES IN CURRICULUM AND INSTRUCTION

A seminar which explores the curriculum-instruction decision-making roles of teachers, consultants, department heads, etc. Literature on teacher thinking emphasized. Problem-solving, issue-oriented approach in which course instructor and students collaborate in exploring dimensions and demands relative to different decision-making roles and responsibilities.

Prerequisite: Permission of the instructor.
F. M. Connelly, Regular Session

3304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3305 F,S,H DOCTORAL SEMINAR IN RESEARCH ON TEACHING

Critical examination of current paradigms in research on teaching with concentration on selected exemplar studies. Emphasis will be placed on analysing the conceptual foundations of research on teaching. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.
B. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analysed, always with a view to articulating the relationship between conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.
Staff, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical

perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.
F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Research on the cognitive, perceptual, and linguistic processes involved in reading will be covered. Consideration will be given to the types of research designs and the methods of collecting and analysing data.

Prerequisites: 1310F,S,H and 1311F,S,H, or permission of the instructor.
D. M. Willows, Regular Session

3313 F,S,H LANGUAGE AND LEARNING: THEORY AND PRACTICE

An advanced curriculum course intended to relate linguistic theories to classroom practice. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: 1313F,S,H or permission of the instructor.
Staff, Regular Session

3315 F,S,H RESEARCH SEMINAR IN ENGLISH EDUCATION

A critical examination of selected representative research and contemporary scholarship in English teaching in schools. Consideration will be given to research priorities and problems and to types of research design.

Prerequisite: 1315F,S,H or permission of the instructor.
B. Fillion, Regular Session (daytime; offered as required)

3316 H RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination and application of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of mathematics curriculum for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H and a project proposal approved by the instructor.
C. D. Carlow (not offered in Summer Session 1983 but in alternate summers)

3318 S RESEARCH SEMINAR IN MULTILINGUAL/MULTICULTURAL EDUCATION

A critical analysis of research on multilingual/multicultural phenomena intended *(a)* to broaden students' knowledge of advanced research in the area, and *(b)* to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area and course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or current coursework in statistics is required.
J. Cummins, Regular Session

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
Staff, Regular Session

3320 F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly and *B. Kilbourn* (offered as required)

3324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3328 F,S,H SELECTED TOPICS IN THE EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course is a follow-up to 1328F,S,H, Educational Sociolinguistics of Canadian French. It offers an in-depth examination of a limited number of topics introduced in the framework of 1328F,S,H. Students are given the opportunity to carry out research and/or development work based on extensive corpuses of spoken and written Canadian French. The students' work is examined in class. This course is given in French.

Prerequisites: High level of fluency in French and permission of the instructor.
R. Mougeon (offered as required)

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguistics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330F,S,H or equivalent.
S. Lapkin, Regular Session

3332 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

Prerequisite: 1332Y or 1333Y, or permission of the instructor.
J. P. B. Allen, Regular Session (daytime)

3336 F,S,H ASPECTS OF THE STUDY OF INTERLANGUAGE IN EDUCATION

This course is intended for students wishing thoroughly to investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.

Prerequisites: 1332Y or 1333Y and 1336F,S,H.
M. Swain, Regular Session

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium provides opportunities

for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.

R. Courtney, Regular Session (daytime; offered as required)

3347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.

R. Courtney, Summer Session and Regular Session (after hours)

3348 F,S,H ARTS EDUCATION: DRAMA AND ETHNOLOGY

This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material.

R. Courtney, Regular Session (after hours)

3350 F,S,H CURRENT CURRICULUM LITERATURE

This course consists of detailed study and discussion of current curriculum literature in the context of reviewing manuscripts submitted to *Curriculum Inquiry,* Canada's only scholarly curriculum journal. Requirements include critical analysis of the substance of academic papers on a range of curriculum issues, and the development of commentary for the improvement of manuscripts. Evaluation will be on the basis of the adequacy of student performance in analysing and commenting on manuscripts.

Prerequisite: Permission of the instructors.

F. M. Connelly and *R. I. Simon,* Regular Session (daytime)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352F,S,H, but at the doctoral level.

3358 F,S,H RESEARCH SEMINAR ON IMPLEMENTING CURRICULUM INNOVATIONS

A seminar examining methodological problems and approaches to research on planned change, improving school effectiveness, and implementing curriculum innovations. Substantive sets of problems for research will be identified, in part, using a model for planned change (see courses 1358, 1359). Alternative methodologies will be assessed for their usefulness in exploring each set of problems.

Students will be encouraged to reflect on their own thesis research in the seminar; ongoing faculty research will also be used to exemplify issues and solutions. Some direct involvement in ongoing research will usually be provided.

Prerequisite: 1358F,S,H or 1359F,S,H or permission of instructor.

K. A. Leithwood, Regular Session

3360 F,S,H ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focussing on evaluation and for others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360F,S,H or permission of the instructors.

J. Weiss and *M. W. Wahlstrom*, Regular Session (daytime)

3365 F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.

E. M. Regan, Regular Session

3380 F,S,H RESEARCH SEMINAR IN THE EDUCATION OF MINORITY-GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority-group children and youth in school. Results of school–community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.

G. L. McDiarmid, Regular Session

3381 F,S,H SOURCES OF INTENTION IN THE CURRICULUM

Two fundamental aspects of any curriculum, intention and comprehensiveness, are identified in this course. The development of these concepts facilitates an analysis of educational practices according to certain manifest and latent functions in the community for which a curriculum is developed or mandated. Thus the rationales and sociocultural significances of traditional, utopian, psychological, humanistic, and radical intentions in curricula are compared with subsequent consequences of schooling.

G. L. McDiarmid (not offered in 1983/84)

Note: The following course in the Department of Applied Psychology might also be of special interest to students in Curriculum – 3228F,S,H, The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions.

Educational Administration

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(internal functions of school boards and school systems; trustee/administrator relationships; teacher evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(multiple realities in organization; power and compliance, roles and performance, change and persistence; the problems of purpose and value; experience and self in organization theory)

MARK HOLMES, *Ph.D. (Chicago)*
Professor, and Assistant Director (Planning and Resources), OISE
(effects of education and school characteristics on outcomes; planning change in schools and measuring the effects; examining the relationship between the organization and administration of schools and the larger society)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(management of educational systems; strategic long-range planning; collective bargaining; student information in systems management)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Associate Professor
(analysis of quantitative and qualitative data; educational finance and its social, political, and economic contexts; dissemination and utilization of educational research and innovations)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from History and Philosophy of Education

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Associate Professor
(organizational behavior; school board/teacher collective bargaining; action approaches to the analysis of organizations; study of managerial work; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor
(leadership development for school and college administrators; selection, supervision, and evaluation of personnel; organizational development; administration of change)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(systems approaches to educational planning and management; computer simulation and management-information systems for school-board-level planning, policy analysis, and decision-making)

DORIS W. RYAN, *Ph.D. (Chicago)*
Professor, and Assistant Director (Field Services and Research), OISE
(research on the effects of instructional practices on student learning; development of teacher inservice programs; teacher supervision in outcome-based education systems; organizational studies, especially in secondary schools)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel; educational management in a period of retrenchment)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(interpretive sociology; education and social theory; critical pedagogy)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor
(politics and community involvement; policy analysis; the effects of government rules and regulations on schools)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

JOHN E. DAVIS, *Ph.D. (Toronto)*
Associate Professor, and Executive Head, Field Services and Extension
(program design, implementation, and evaluation; program organization in small schools; rural education)

PAUL DOUCETTE, *M.Ed. (Toronto)*
Project Director, OISE Western Ontario Centre
(leadership development, facilitation with boards of education, team building using Gestalt theories)

PROFESSOR EMERITUS:

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
(grants to school boards; taxation for education; local and central control of education; school law; declining enrolment; French as a minority and second language)

PROGRAMS OF SPECIALIZATION

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:

(a) experience as a school business official or in some other professional role in educational administration;

(b) two letters of recommendation;

(c) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees for each half-course undertaken should be sent to the Certificate Program in School Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Fees for the Certificate Program are those specified under the Annual Academic Fees column for the appropriate category of Special Student in the Schedule of Fees on pages 22-23.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:

(a) the core module, 1040F,S,H and 1041F,S,H;

(b) a specialized module, 1017F,S,H and 1031F,S,H;

(c) an elective module, normally including one half-course from the M.Ed. human relations courses – 1012F,S,H, 1023F,S,H, and 1024F,S,H – and one half-course in educational planning.

Students may enrol full-time or part-time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one Regular Session; on a part-time basis, in any combination of three Regular or Summer Sessions. Some courses may be available off-campus.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences. The program will consist of:

(a) needs analysis with department faculty to plan program;

(b) a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a residence requirement of one term of full-time study (September–December or January–April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact the Graduate Studies Academic Secretary.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 35 to 37, the department requires that, whenever possible, the two letters of reference (page 11) should be written by *(a)* an educational administrator for whom the applicant has worked, and *(b)* a professional colleague.

PROGRAM OF STUDY

Normally, candidates for the M.Ed. degree will be required to take a total of eight half-courses. Candidates who lack a year of professional education for teaching but have relevant professional experience will be required to take ten half-courses.

There is a compulsory common core of the program, and provision for students in the program to have both a reasonable depth and breadth of study in the field of educational administration. The program consists of the following:

(a) the two required common core courses, which will normally be taken first in the students' program:
1040 F,S,H Administrative Problems I: The School System
1041 F,S,H Administrative Problems II: The School System in Society

(b) two courses in Educational Administration selected from one of the four areas of emphasis listed below;

(c) normally, two additional courses in Educational Administration in an area of emphasis different from that in *(b)*;

(d) elective courses. Students are encouraged to take elective courses related to their interests in other departments in the Institute or in another graduate faculty or department in the University of Toronto.

It is recognized that there may be legitimate reasons for a student to be relieved of some of the requirements of the program.

There are four areas of emphasis in the M.Ed. program. (Courses identified by an asterisk were formerly offered in the OISE Department of Educational Planning.)

1. *Management and Planning of Educational Systems*
1017 F,S,H Educational Finance
1031 F,S,H School System Business Administration
1033 F,S,H The Collective Bargaining Process in Educational Organizations
1034 F,S,H Preparation for Collective Bargaining in Education
1035 F,S,H Administration of Collective Agreements in Educational Organizations
1701 Y* School Systems: Planning Practicum
1720 F,S* Overview of the Field of Educational Planning
1722 F,S* Systems Approaches and Applications to Educational Planning and Decision-Making
1723 F,S* Applications of Systems Approaches to Educational Planning
3017 F,S,H Economic Problems in Educational Administration
3711 F,S* Simulation and Gaming for Educational Decision-Making

2. *Program and Personnel Development*
1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1012 F,S,H Clinical Analysis of the Administrative Process
1016 F,S,H School Program Development and Implementation
1023 F,S,H Interpersonal Relations in School Systems
1024 F,S,H Clinic in Administrative Relationships
1026 F,S,H Evaluation of Professional Personnel in Education
3013 F,S,H Dynamics of Organiza-

tional Behavior

3. *Policy in Educational Organizations*

1018 F,S,H The Political Organization of Education
1022 F,S,H The Social Context of Administration
1025 F,S,H Schools and Their Effects on Achievement
1027 F,S,H The Economic Context of Educational Administration
1030 F,S,H The Legal Context of Education

4. *Methodology of Inquiry*

1003 F,S,H Methods of Inquiry into the Social Realities of Schools
1010 Y Research Seminar in Educational Administration

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. and Certificate students)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Spring terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program. Similarly, the admission requirements for the Certificate program are the same on-campus and off-campus.

Information and application materials for both off-campus and on-campus courses to be offered in the 1983 Summer Session and the 1983/84 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

OISE/QUEEN'S COOPERATION IN PETERBOROUGH

A cooperative M.Ed. effort between OISE and Queen's University is being developed for students in Peterborough which will make it possible for each institution to offer a wider variety of courses there than would otherwise be feasible.

For further details, please write the Graduate Studies Academic Secretary, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 11 and 39-40, the Department of Educational Administration specifies the following:

(a) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(b) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's

- achievement in identifying and solving educational problems;
- ability to work with people;
- leadership style; and
- awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(a) Ed.D. core seminars, which consist of three half-courses (3040F, 3041F, and 3042H) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Internship in Educational Administration, which may carry a one half-course credit (3044F,S,H) or a two half-course credit (3044F,S,H and 3045F,S,H).

(c) Elective studies, which, depending upon the extent of the internship, consist of three or four half-courses selected to provide an opportunity for concentration in one or two administrative task areas. It is expected that at least one elective course will be undertaken outside the Department of Educational Administration.

(d) Doctoral thesis.

A student's program of study will normally begin in the Fall term with the three Ed.D. core seminars. During the Spring term the student will undertake elective studies, to be followed by the internship, which will require enrolment during the succeeding Summer Session.

Since the residence requirement may necessitate long-term planning, persons who may wish to begin the program at some time following the next academic year are encouraged to apply as soon as possible. Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

Studies within the program are focussed on educational organizations and the problems of action within them. These studies will serve those students who, by interest and experience, have a commitment to understanding and improving educational organizations through theory and research. While teaching and administrative experience is not required as a condition of admission, it is a desirable preparation. The content of the program is built around the interests of faculty members and the courses they offer. Various areas of study are found in the program, including:

- interpretive theories of social organization
- educational politics and policy
- the finance and economics of education
- program development, evaluation, and change
- understanding personnel and personal action
- collective bargaining and law.

The foundation of the program lies in the first area – study of organizations through interpretive theory – but students may elect to expand this study into other areas.

DEPARTMENTAL REQUIREMENTS

Students normally begin the program with M.A. studies and move to the Ph.D. level. The M.A. is available through both full-time and part-time study.

Students moving to Ph.D. studies from the M.Ed. in educational administration may be admitted to an extended program after the completion of a Qualifying Research Paper. Students seeking to enter the M.A./Ph.D. program should contact the coordinator of the program to discuss how these requirements would be applied in particular cases. The general admission requirements for the M.A. and Ph.D. programs are set out on pages 37 to 39 and 40 to 42 of the Bulletin.

PROGRAM OF STUDY

M.A.

M.A. studies consist of:

1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1003 F,S,H Methods of Inquiry into the Social Realities of Schools

Additional elective courses to be selected with the advisor to support the student's thesis research; additional courses to meet requirements for length of study, normally a total of ten or twelve half-courses; a thesis.

Ph.D.

Ph.D. studies consist of at least two advanced courses in Educational Administration selected with the faculty advisor's approval from the following:

3001 Y Advanced Seminar in Educational Organization and Process
3002 F,S,H Advanced Seminar in Research on Educational Organizations
3013 F,S,H Dynamics of Organizational Behavior
3040 F Administrative Theory and Educational Problems I: People and Power in Organizations
3041 F Administrative Theory and Educational Problems II: Analysis, Advocacy, and Action in Policy

At least one advanced course in research methodology such as:

3042 H Administrative Theory and Educational Problems III: Research Strategies and Methods

or another appropriate course; at least three elective courses selected with the faculty advisor to support thesis research; a thesis.

Note: Students entering Ph.D. studies from an M.Ed. program with specialization in educational administration must qualify by taking course 1010Y, Research Seminar in Educational Administration, and by completing a Qualifying Research Paper. In addition, such students will extend their Ph.D. studies to include courses 1001F,S,H and 1002F,S,H.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

Courses identified with an asterisk were formerly offered in the Department of Educational Planning.

1001 F,S,H THE SCHOOL AS A SOCIAL INVENTION

Explorations of the experiences of schooling and how these are related to the organizational features of schools and personal ideologies, and the process by which people construe and interpret the social reality of schools.
T. B. Greenfield and *R. I. Simon*, Regular Session

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE

Describing and critically understanding everyday school life: helping students assess and improve educational practice. A wide literature from the social sciences provides the source of ideas about school organization. The seminar requires intensive use of the student's school or organizational setting as an environment for study.
Staff, Regular Session

1003 F,S,H METHODS OF INQUIRY INTO THE SOCIAL REALITIES OF SCHOOLS

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration.
S. B. Lawton, Regular Session

1010 Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.

Note: Students who are completing their M.Ed. programs and are contemplating doctoral studies are encouraged to enrol in this full course after completion of six half-courses, or equivalent.
S. B. Lawton, S. Padro, and staff, Summer Session and Regular Session

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
T. B. Greenfield and *D. F. Musella*, Summer Session and Regular Session

1016 F,S,H SCHOOL PROGRAM DEVELOPMENT AND IMPLEMENTATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
D. F. Musella and *R. I. Simon*, Summer Session and Regular Session

1017 F,S,H EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff, Summer Session and Regular Session

1018 F,S,H THE POLITICAL ORGANIZATION OF EDUCATION

Educational administration and instruction will be explored as political processes. Topics will include the teacher and political action, the principal and interest groups, the politics of curriculum development, and education's relation to political change. Opportunities will be provided for practice in political analysis as well as brokering and advocacy. A primary focus will be professional and public involvement in different levels of governance in present-day Ontario education.
R. G. Townsend and staff, Summer Session and Regular Session

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
Staff, Summer Session and Regular Session

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
Staff, Summer Session and Regular Session

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT

This course examines school processes and their effects on student achievement. Such factors as the academic climate of the school, streaming, contextual social status, instructional time, and home background characteristics are examined. Particular emphasis is placed on the factors over which the administrator has control or influence.
M. Holmes, Regular Session

1026 F,S,H EVALUATION OF PROFESSIONAL PERSONNEL IN EDUCATION

Issues surrounding performance evaluation of teachers and administrators in

school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
E. S. Hickcox and staff, Summer Session and Regular Session

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
S. B. Lawton, Regular Session

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session and Regular Session

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, Bill 82, teacher rights, and student discipline.
Staff, Summer Session and Regular Session

1031 F,S,H SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
S. Padro, Summer Session and Regular Session

1033 F,S,H THE COLLECTIVE BARGAINING PROCESS IN EDUCATIONAL ORGANIZATIONS

This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations which illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both

for those experienced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.
J. H. House, Summer Session and Regular Session

1034 F,S,H PREPARATION FOR COLLECTIVE BARGAINING IN EDUCATION

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
E. H. Humphreys, Regular Session

1035 F,S,H ADMINISTRATION OF COLLECTIVE AGREEMENTS IN EDUCATIONAL ORGANIZATIONS

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
J. H. House, Summer Session and Regular Session

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, E. S. Hickcox, J. G. Scott, and staff, Summer Session and Regular Session

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the financing of education in Ontario.
J. H. House, R. G. Townsend, and staff, Summer Session and Regular Session

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1701 Y* SCHOOL SYSTEMS: PLANNING PRACTICUM

The course, which consists of a set of planning exercises, is divided into two parts. The first involves common planning tasks arising in the management of school systems – projecting enrolment, siting schools, estimating teacher demand/supply. The second part treats these items in some depth and also concentrates on planning problems created by exogenous interests and agencies – the effects of urban redevelopment and other proposed changes in land use such as changes in highway routes.
Staff, Regular Session

1720 F,S* OVERVIEW OF THE FIELD OF EDUCATIONAL PLANNING

This introduction to educational planning is designed to provide teaching and administrative personnel with the basic knowledge of educational planning processes in the areas of program, facilities, personnel, information, special services, and finance. The planning function will be examined from a systems perspective to illustrate interrelationships between roles, levels, and functions which exist within a school system.
E. H. Humphreys, Regular Session

1722 F,S* SYSTEMS APPROACHES AND APPLICATIONS TO EDUCATIONAL PLANNING AND DECISION-MAKING

An introductory overview of systems approaches to educational planning and decision-making. Topics to be covered include: systems theory and the systems approach, project planning and scheduling techniques, linear programming, game theory, simulation techniques, Markov Chains, cost-effectiveness analysis, and management information systems. Emphasis will be on concepts, structure, and the application of the techniques. The level of mathematical development of the topics will be minimal: a background of high school mathematics should suffice.
S. Padro, Regular Session

1723 F,S* APPLICATIONS OF SYSTEMS APPROACHES TO EDUCATIONAL PLANNING

The application of systems techniques to address current issues in education at the institutional, regional, and national levels of educational systems. Topics such as organizational data collection and maintenance, implications of collective agreements, development of management systems, and long-range planning will be developed from a systems perspective. Examination of problem areas will emphasize in-depth analysis and implementation.
E. H. Humphreys, Regular Session

3001 Y ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND PROCESS

Content is similar to that of 1001F,S,H, but at a more advanced level.
Prerequisite: 1001F,S,H.
Staff, Regular Session

3002 F,S,H ADVANCED SEMINAR IN RESEARCH ON EDUCATIONAL ORGANIZATIONS

Content is similar to that of 1002F,S,H, but at a more advanced level.
R. I. Simon, Regular Session

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership – influence, control–cathexis, consensus–conflict, eustress–distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
A. F. Brown, Regular Session

3017 F,S,H ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION
Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.
Staff, Regular Session

3040 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I: PEOPLE AND POWER IN ORGANIZATIONS
A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

3041 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II: ANALYSIS, ADVOCACY, AND ACTION IN POLICY
Exploration of practical, productive, and theoretical writings on policy. Orientation to modes of policy argument. Workshop on technical and conceptual skills for analysing and acting on policy problems. Experience in converting messy situations into understandable policy formulations, implementations, and evaluations. Efforts will be made to adjust topics to the interests of those participating in this course.

3042 H ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III: RESEARCH STRATEGIES AND METHODS
Doctoral thesis seminar that provides a forum for the review of research methods both qualitative and quantitative, the definition of research problems, and the development and presentation of thesis ideas.
J. G. Scott, T. B. Greenfield, S. B. Lawton, and *R. G. Townsend,* Regular Session

The above three seminars in Administrative Theory and Educational Problems are designed to shape inquiry throughout the Ed.D. program. Ed.D. students in Educational Administration must enrol in all three seminars concurrently. Prerequisite for other students: Enrolment at the doctoral level and permission of the instructor of the particular course.

3044 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I
An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
J. G. Scott, April through Summer Session

3045 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II
See description for 3044F,S,H.

J. G. Scott, April through Summer Session

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

3711 F,S* SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING

The course will introduce students to concepts and applications of simulation techniques useful for educational decision-making and policy analysis. The course will include simulation model design and evaluation. A variety of materials, both manual and computer-based, will be utilized in the course for demonstration of the approach to problem-solving and policy analysis.
S. Padro, Regular Session

3721 A,B,Y* TUTORIAL IN PLANNING: PART I

This tutorial examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students who are continuing in the planning program. While this course has been designed for these students, students in a Ph.D. program may be considered where background and program needs are appropriate.

Prerequisite: Permission of the instructors.
E. H. Humphreys, S. Padro, and staff (offered as required)

3722 A,B,Y* TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721A,B,Y. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students who are continuing in the planning program.
E. H. Humphreys, S. Padro, and staff (offered as required)

Higher Education Group

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Associate Professor, and Chairperson of the Department
(economic aspects of education; manpower policy and human resource development; retrenchment in higher education; alternatives in higher education)

Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed:
JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(public finance and educational policy; comparative education)

BERTRAND L. HANSEN, *B.A. (Ohio State)*
Associate Professor
(decision-making processes in post-secondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, cross-appointed from Sociology in Education

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director
(institutional and systems planning; forecasting techniques; manpower planning)

RICHARD J. STORR, *Ph.D. (Harvard)*
Professor Emeritus, York University

UNIVERSITY OF TORONTO CROSS-APPOINTMENTS:

P. NIALL BYRNE, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education, cross-appointed from the Faculty of Education, University of Toronto; and University of Toronto Historian

DANIEL W. LANG, *Ph.D. (Toronto)*
Cross-appointed from the University of Toronto, Assistant Vice-President and Director of University Planning and Analysis

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

PROGRAMS OF SPECIALIZATION

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada and abroad. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development). A small department such as the Higher Education Group cannot, of itself, offer concentrations in all such areas of interest. It is expected, therefore, that Higher Education students will take a portion of their programs in departments offering other specializations in fields related to higher education.

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Education with specialization in Higher Education. The general requirements for these degrees are outlined on pages 35 to 42 of this Bulletin.

Students in all programs are required to become familiar with what may be called the foundations of higher education. Applicants with advanced degrees in fields other than education may be required to take at least two half-courses in the history, philosophy, psychology, or sociology of education. These would be prerequisite for Ed.D. admission and might be added to the program in the case of Ph.D. students.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent. Students with relevant experience but without appropriate teacher certification are required to take ten half-courses, two of which will be general foundations courses. Normally all M.Ed. students must take 1803Y, and four of the remaining courses will be chosen from among those offered by the Higher Education Group.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course credits granted for teacher training and certification) will also be required to take 1803Y as their first course. In the individual case a student with a highly relevant four-year undergraduate degree may be considered for some reduction in the program requirements. The remaining program will be designed individually with each student. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 39 and 40 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible;

(d) an example of recent writing (e.g., a report, an article, a master's thesis).

Program and Pattern of Study

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree. They normally will include 1803Y and four other half-course equivalents in Higher Education;

(b) a thesis reporting the results of a study, the emphasis of which may be either theoretical or applied;

(c) a minimum of two consecutive terms of full-time study: Fall and Spring *or* Spring and Fall. Candidates are encouraged to complete part of their course

requirements by part-time study before entering their residence year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses beyond the relevant M.A. degree or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), one of which shall normally be 1803Y. A thesis is required.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F THE HISTORY OF HIGHER EDUCATION IN CANADA: AN OVERVIEW
An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.
R. S. Harris

1802 S RESEARCH SEMINAR IN HIGHER EDUCATION IN CANADA
Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1801F may be waived.
R. S. Harris

1803 Y RECURRING ISSUES IN POSTSECONDARY EDUCATION
An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
C. Watson and *I. Winchester*

1805 F,S,H THE COMMUNITY COLLEGE
An examination of the development of non-degree-granting institutions and an analysis of the problems which face such institutions.
C. Watson (not offered in 1983/84)

1806 F SYSTEMS OF HIGHER EDUCATION
A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
C. Watson and *J. R. Mallea*

1807 S SYSTEMS OF HIGHER EDUCATION: PRACTICUM
By means of a set of exercises students will review planning principles and techniques using data relating to Ontario's system of universities and colleges. Each student will then prepare a long-range plan for the solution of a tertiary-level system problem. For this paper, students wishing to use the example of some system other than Ontario's must ensure that appropriate statistics are available.

Prerequisite: 1806F.
S. Quazi

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES
A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
B. L. Hansen

1811 S INSTITUTIONAL RESEARCH AND PLANNING
A study of the practice of institutional research and planning in colleges and universities. A practicum with an institutional focus which is parallel to

the practicum with a systems focus (1807S above).

Prerequisite: 1809F.

S. Quazi

1812 F,S,H EDUCATION AND THE PROFESSIONS

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.

This is a seminar, taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.

C. Watson (not offered in 1983/84)

1813 F,S,H RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.

J. W. Holland and *I. Winchester*

1814 F,S,H CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.

Staff

1815 F,S,H TEACHING IN INSTITUTIONS OF HIGHER EDUCATION

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.

Staff

1816 F,S,H CONCEPTIONS OF LEARNING IN HIGHER EDUCATION

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.

Staff (not offered in 1983/84)

1818 F,S,H EDUCATIONAL DEVELOPMENT: STRATEGIES FOR ENHANCEMENT OF THE EDUCATIONAL PROCESS IN POSTSECONDARY INSTITUTIONS

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.

Staff (not offered in 1983/84)

1820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.

Staff

1821 F THE SCOPE AND LIMITS OF HIGHER EDUCATION

This course will examine the scope and limits of the postsecondary education system in relation to the range of educational programs and experiences which could be offered by postsecondary institutions and which are offered by competing agents, such as business, media, non-accredited institutions, learning exchanges, religious foundations, etc. Particular attention will be given to the question of why certain areas of study are provided in postsecondary institutions and not other areas, and how this mix changes over time.

M. L. Skolnik

1822 F THE IDEA OF THE UNIVERSITY

An examination of leading concepts of the primary nature of the university as

an institution of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries. A seminar involving selected readings.
I. Winchester and *J. R. Mallea* (not offered in 1983/84)

1823 S RESEARCH SEMINAR IN THE IDEA OF THE UNIVERSITY

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1822F may be waived.
I. Winchester and *J. R. Mallea* (not offered in 1983/84)

1840 F,H ECONOMICS OF HIGHER EDUCATION

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H PUBLIC FINANCE AND HIGHER EDUCATION

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland

1842 S,H HIGHER EDUCATION AND THE LABOR MARKET

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the manpower aspects of planning in higher education. Topics covered include the supply of and demand for educated manpower; employment experience of graduates; the utilization of educated manpower by industry; the use of manpower projections in institutional and system planning; and the development of manpower policy in Canada and Ontario.
M. L. Skolnik

1848 S ISSUES AND INNOVATIONS IN GRADUATE EDUCATION

This course will be a seminar on major problems confronting contemporary graduate education in general and on their possible solutions, OISE being considered as a particular case. Issues to be considered in comparative and historical perspective include: access and admissions, advising, residence, administration, curricular structure, the context of graduate education and relations to external communities, assessment of students and faculty, classroom organization, degree and non-degree programs, fiscal concerns, relationship between teaching and research, etc. Participants will prepare and comment on "position papers" that review issues and assess alternative solutions.
I. Winchester

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3806 S CASE STUDIES IN COMPARATIVE HIGHER EDUCATION

This is a seminar course designed for students (who will normally have completed 1806F) interested in pursuing the comparative study of higher education in greater detail and depth. Emphasis therefore will be placed on the case-study approach. In 1983/84, case studies of higher education in England and Japan will form the major focus of the course.

J. R. Mallea

3820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1820F,S,H.

Staff

3840 S SEMINAR IN THE ECONOMICS OF HIGHER EDUCATION

This seminar will involve in-depth study of topics of particular relevance in the economics of higher education. The topics will be announced at the beginning of each year. For 1983/84, the course will address the problems of financial retrenchment in higher education in North America with particular emphasis on Ontario.

M. L. Skolnik

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852F,S,H but at the doctoral level.

A number of courses offered by other OISE departments are acceptable in fulfilment of the requirements in Higher Education and for prerequisite work for Higher Education degree programs. For information, consult the staff of the Higher Education Group.

History and Philosophy of Education

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor, and Chairperson of the Department
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Educational Administration
(alternative schools and programs; the culture of the school; critiques of society and schooling; critical pedagogy; progressive education)

CLIVE M. BECK, *Ph.D. (New England)*
Professor
(philosophy of values; values education; values in adulthood; religious education; curriculum development and implementation)

DWIGHT R. BOYD, *Ed.D. (Harvard)*
Associate Professor
(moral education; ethical issues in education; interface between philosophy and psychology; philosophical issues related to gender in education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(history of Canadian education; teacher education; development of educational research)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

DAVID LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor
(critical social theory; phenomenology and hermeneutics in education; philosophy of social sciences and political theory; theory of skills and competence in education)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor
(education in early modern and modern European history; twentieth-century German history; intellectual history and women's history)

ALISON PRENTICE, *Ph.D. (Toronto)*
Associate Professor
(history of Canadian education; nineteenth-century educational history; women's history and education; history of American education)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Associate Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

The Department of History and Philosophy of Education offers the following programs: M.Ed. (full- and part-time), M.A. (full- and part-time), Ed.D., and Ph.D.

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education. Since faculty advisors are normally assigned to new students according to apparent areas of special interest, applicants are requested to indicate their interests as early as possible. Students are free to change advisors after an initial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without professional training or teaching experience.

M.A. and Ph.D. applicants are normally required to have substantial academic background in history or philosophy or in history/philosophy of education. Applicants with an academic background in related fields or disciplines within the humanities and social sciences will also be considered for admission. In such cases, an assessment of the relevance of an applicant's previous studies to the proposed program of graduate study will determine whether additional courses are required for the M.A. or Ph.D. in this department.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, four of which must be taken in History or Philosophy of Education. Students wishing a program in *both* History and Philosophy of Education must take a minimum of *five* half-courses in this department. The remaining courses may be taken either within this department or in another department.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Candidates who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a one-year M.A. program. Candidates who hold a four-year bachelor's degree with a major in certain related fields will also be considered for admission, as noted above. The M.A. program may be pursued on a full- or part-time basis.

Program requirements are as follows:

(a) A minimum of six half-courses, or the equivalent, of which at least four half-courses must be taken in this department. Normally one half-course should be taken in another OISE department or in another graduate department of the School of Graduate Studies. The remaining half-course may be taken in this or another department.

(b) A thesis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must ordinarily have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Qualified candidates with specialization in related fields other than history and/or philosophy of education may be required to take additional courses, depending on the relevance of their previous studies to the proposed Ed.D. topic of study.

As part of their application to the Ed.D. program, applicants must submit a brief statement clearly outlining the area and nature of their study or research interests. Unless travel costs make it prohibitive, applicants are expected to be interviewed by faculty about their program interests before being recommended for admission. They may also be requested to submit a sample of previous written work (thesis, essays, etc.).

The Ed.D. in this department is a highly individualized degree. The student and his/her faculty advisor(s), in a series of conferences, will jointly work out a program of study.

While some variation in the sequencing of study may be permitted for individual candidates, the normal requirements for the program are as follows:

(a) Two half-courses taken on a part-time basis prior to the resident year of full-time study.

(b) Two Ed.D. seminars (courses 3490F and 3491S) taken during the resident year (which is two consecutive academic terms of full-time study).

(c) Two Ed.D. practica (courses 3494F,S,H and 3495F,S,H) taken either during the resident year or following the resident year on a part-time basis. In some cases other practically oriented courses in the department may be substituted for one or both practica if deemed appropriate for the student's program needs.

(d) Two further elective half-courses taken either during the resident year or on a part-time basis.

Four of the eight half-courses required for the Ed.D. program are normally taken during the resident year. With the faculty advisor's approval, a student may take a maximum of six half-courses during the resident year.

(e) Ed.D. candidates will undertake a thesis which relates theoretical issues to educational practice or to specific problems in education. Considerable flexibility in the nature and design of the thesis is permitted.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ph.D. degree requires two years of full-time resident study beyond the M.A. program. Candidates who hold an M.A. degree from this department or an equivalent master's degree in history or philosophy of education from another university may be admitted directly to the Ph.D. program. If the master's degree from another university does not include a thesis, the candidate must satisfactorily complete a Qualifying Research Paper as a prerequisite to admission.

Candidates with an M.A. degree in history or philosophy or in certain related fields who have not undertaken formal graduate study in education will be required to take some courses in education as additional courses during their resident years. The number of additional courses will be determined through an assessment of the candidate's previous studies at the graduate level. Sometimes courses in history or philosophy or in other related fields may be counted as education courses for this purpose if they deal with educational concerns.

The normal requirements for this program are as follows:

(a) A major consisting of four half-courses, normally in history and/or philosophy of education.

(b) A first minor consisting of two half-courses, normally (but not necessarily) in history and/or philosophy of education.

(c) A second (or outside) minor consisting of two half-courses, or the equivalent, which may be taken in another department of OISE or in some other graduate department of the School of Graduate Studies.

(d) A thesis.

In many cases, students may be allowed credit for two of the above eight half-courses on the basis of appropriate courses already completed in a previous graduate degree program. Students should, however, ensure that the courses selected for the doctoral program provide them with the necessary major and minor subjects.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or doctoral level. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedule of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies, or in the Department of History and Philosophy of Education.

1401 F,S,H HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. In particular this course will study humanism as it emerged in fourteenth-century Italy and became the dominant intellectual movement of the Renaissance and the foundation of educational theory in early modern Europe.
R. R. Pierson

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson

1403 F,S,H HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404F,S,H and 3403F,S,H.)
W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403F,S,H. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1407 F,S,H MASS EDUCATION IN ENGLISH HISTORY

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H ELITE EDUCATION IN ENGLISH HISTORY

The upper classes in Britain developed an educational system which served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social

and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

1410 F,S,H HISTORY OF AMERICAN EDUCATION: THE COLONIAL PERIOD TO THE LATE NINETEENTH CENTURY

A. Prentice (not offered in 1983/84)

1411 F,S,H HISTORY OF AMERICAN EDUCATION: THE NINETEENTH AND TWENTIETH CENTURIES

H. Troper (not offered in 1983/84)

1412 F,S,H EDUCATION AND CULTURAL CONTROVERSY

Staff (not offered in 1983/84)

1414 F,S,H ORIGINS OF MODERN SCHOOLING: PROBLEMS IN NINETEENTH- AND TWENTIETH-CENTURY EDUCATIONAL HISTORY

Drawing chiefly on the North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
A. Prentice

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION

This seminar course will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teacher, parent, student, and other special interest groups will be examined in relation to the development of education in Canada.
W. Brehaut

1418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION

The question of women's equal access to education has figured importantly in theories of women's emancipation, just as an assumed or proposed limitation on women's education has occupied an important place in ideologies of women's inferiority. This course will examine some of the major feminist and anti-feminist theoretical writings from the sixteenth century to the present.
R. R. Pierson

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H SOCIAL HISTORY AND EDUCATION

Staff (not offered in 1983/84)

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: I

An investigation of the social, political, economic, and ideological trends that have affected the role, status, and education of women in Europe and North America since the Renaissance.
A. Prentice

1422 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1423 F,S,H EDUCATION AND FAMILY LIFE IN NINETEENTH-CENTURY CANADA

This course has been designed as a continuation of 1422F,S,H. It will be offered in the Spring term and it is

hoped that students in the course will already have taken 1422F,S,H or received permission from the instructor. This course will focus on primary research and will be particularly concerned with the utilization of census records as a way of studying the connections between family and education in the larger social context.
D. Levine

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION

A historical overview of the educational work undertaken by social service organizations or movements generally regarded as outside the formal school structures of the community is combined in this seminar with an in-depth examination of one such organization or movement in the Toronto area. Available primary material will be used as the basic research source. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. Troper

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA

An investigation of the history of women in Canada, stressing the political, economic, and social developments which formed the background to changing patterns in women's education and women's role in education. This course is best taken in conjunction with 1421F,S,H, but may be taken independently.
A. Prentice

1427 F,S,H THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT

Staff (not offered in 1983/84)

1428 F,S,H IMMIGRANT AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. Troper

1430 F,S,H PHILOSOPHY OF MIND IN EDUCATION

An advanced seminar and tutorial course in which students are encouraged to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.
E. C. Olsen (not offered in 1983/84)

1431 F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430F,S,H, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.
E. C. Olsen (not offered in 1983/84)

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen (not offered in 1983/84)

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION

This course focusses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen (not offered in 1983/84)

1434 F,S,H POLITICAL THOUGHT AND EDUCATION

A general introduction to political thought and social theories significant for education. Topics: the liberal, Marxist, and socialist tradition. Ideas of liberation: Marxism, the Third World, feminism. Relation of these ideas to concepts of schooling and education. Revolution, reform, and education. 1434F,S,H is not a prerequisite for 1435F,S,H, but both courses discuss related issues.
D. Misgeld

1435 F,S,H DEMOCRACY AND EDUCATION

A discussion of social and ethical issues as they arise out of contemporary social and political as well as educational theory. Political theory and social movements. Norms and social reality: an examination with reference to contemporary developments. The challenge to long-standing value beliefs by the Third World and by women. The crisis of industrial society and mass democracy as a context. Implications for social reform through education.
D. Misgeld

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS IN SOCIAL INQUIRY

A seminar course examining some developments in contemporary philosophy and social theory which analyse the relation between ideology, science, rationality, and social practice. The overall framework will be derived from the critical theory of society, Habermas in particular, and Marxism. Other kinds of inquiry emphasizing the social features of knowledge, such as the phenomenology of Schutz, ethnomethodology, and the philosophy of ordinary language, will be discussed. Freire's program of an "education for critical consciousness" is to be examined in terms of these discussions.
D. Misgeld

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.

E. C. Olsen (not offered in 1983/84)

1438 F,S,H ETHICAL ISSUES IN EDUCATION

This course focusses on selected moral and value issues embedded in educational practices, policies, and theories. Among the topics considered will be: liberal versus utilitarian conceptions of education; the content of the curriculum at elementary and secondary levels; school organization and atmosphere; ideological and class dimensions of schooling; "soft" versus "hard" pedagogy; school discipline; parent and student participation in decision-making; relations between school, home, and community; the future of public education; schooling in Third World countries. Where appropriate, concrete proposals will be developed for the practice of education in Ontario and elsewhere.

C. M. Beck

1439 F,S,H GENDER AND EDUCATION: PHILOSOPHICAL ISSUES

This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involving the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, sex education in the context of generational and cultural differences.

D. Boyd

1441 F,S,H MORAL EDUCATION

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. Such issues as the following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.

D. Boyd

1443 F,S,H VALUES EDUCATION PRACTICUM

This course deals with theoretical and practical problems arising in the conception, organization, and implementation of values education programs. It will begin with an examination of basic theories of value, major approaches to values education, the moral role of the institution in education, materials and techniques used in values education, and procedures for evaluating programs and exercises. Then the theoretical components of the course will be applied in a variety of school settings at a variety of levels. This may include elementary schools, secondary schools, penal institutions, special education classes, gifted students, or adult groups. The findings of the practica will serve as a basis for designing values education.

J. A. Eisenberg

1445 F,S,H INDIVIDUALS, SOCIETY, AND EDUCATION: AN EXISTENTIALIST APPROACH

An examination of existential philosophy in relation to social thought. Topics will include: concept of self, identity, life history; notions of institutional order and constraint; the meaning of the existentialist protest against institutional

alienation. Modern contemporary education will be used as an example to illustrate these issues.
D. Misgeld

1446 F,S,H THE TEACHER AS PHILOSOPHER
This course starts from the assumption that teachers are already philosophers – i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. Boyd

1449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS
An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION
A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION
A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; as well as related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL
Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL
Description as for 1452F,S,H above.

1455 F,S,H THE CULTURE OF THE SCHOOL
Interpretations of everyday school life from the perspectives of teachers, students, and researchers will be discussed. The tensions between individual needs and concerns of individual students and teachers and the demands of institutional life constitute a central

theme. The relationship of school culture to contemporary North American culture is another theme.
M. A. Levin

1456 F,S,H ALTERNATIVE SCHOOLS
An introduction to the philosophy and recent history of free schools and tax-supported public alternatives. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1457 F,S,H ANARCHIST AND LIBERTARIAN CRITIQUES OF SCHOOLING
A critical analysis of anarchist and libertarian writings on education, particularly in relation to the state, from the eighteenth century to the present. Among the writings to be considered are those of Godwin, Tolstoy, Neill, Goodman, Friedenberg, Holt, and Illich. The relationship of these ideas to the "free school" movement of the 1960s will also be considered.
M. A. Levin

1458 F,S,H PROGRESSIVE EDUCATION AND ITS CRITICS
An in-depth consideration of the basic principles of "progressive education" as set forth by John Dewey and elaborated by his followers in the liberal/progressive tradition. Critiques of progressive educational principles and practices by traditionalists, libertarians, and radical neo-Marxists will also be discussed.
M. A. Levin

1459 F,S,H CREATIVITY AND EDUCATION
The theoretical frameworks of school programs for gifted students at the secondary level will be studied and related to more general theories of creativity. Through consideration of the views of such writers as Hanson, Kuhn, Popper, Koestler, May, Bergson, Levi, Bruner, and others, the meaning and nature of creativity will be studied and related to the concepts of discovery, innovation, invention, development, and problem-solving. Conceptions of creativity as applied in various disciplines (e.g., history, law, literature) will also be analysed and their applications in school programs examined.
J. A. Eisenberg

1464 F,S,H CANADA AND UNDERDEVELOPMENT
Staff (not offered in 1983/84)

1480 F,S,H RELIGIOUS EDUCATION
An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

3403 F,S,H HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL
W. Brehaut (not offered in 1983/84)

3420 F,S,H URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS
An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.
D. Levine

3421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: II
Women and education in nineteenth- and twentieth-century Europe and North America. This course will focus on recent developments and current problems in historical research in this field.

Prerequisite: 1421F,S,H or permission of the instructor.
A. Prentice

3423 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focussed upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: 1422F,S,H or permission of the instructor.

D. Levine

3424 F,S,H ONTARIO EDUCATION

A. Prentice (not offered in 1983/84)

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1428F,S,H or permission of the instructor.

H. Troper

3436 F,S,H AESTHETICS AND EDUCATION

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.

Staff

3441 F,H RESEARCH SEMINAR IN MORAL EDUCATION: PART I

3443 S,H RESEARCH SEMINAR IN MORAL EDUCATION: PART II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.

D. Boyd

3444 F,S,H HERMENEUTICS AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

A seminar course studying the hermeneutical philosophy of Gadamer, Ricoeur Habermas. Topics: hermeneutics as a foundation of the humanities, a philosophy of history, and a philosophy of language. The centrality of the concept of interpretation. The hermeneutical appraisal of psychoanalysis as a critical and interpretive science. The hermeneutical appraisal of the concept of ideology. The concept of education in hermeneutical philosophy.

Prerequisites: Background in the philosophy of language, or critical theory, or phenomenology, or phenomenological and ethnomethodological sociology.

D. Misgeld (not offered in 1983/84)

3445 F,S,H ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

I. Winchester (not offered in 1983/84)

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

Staff (not offered in 1983/84)

3447 F,S,H COMPETENCE, DEVELOPMENT AND MATURITY: A RESEARCH SEMINAR IN THE THEORY OF SKILLS AND COMPETENCES IN EDUCATION

An examination of research in education, philosophy, social theory, and sociology having notions of skill and competence as its topic. Other themes: implications for educational practice; the relation of concepts of skill and competence to ideals of development and maturity.

Prerequisite: Permission of the instructor.

D. Misgeld

3448 F,S,H THEORY AND PRACTICE: SKILLS, COMPETENCE, AND CAPACITIES IN THE SOCIAL THEORY OF EDUCATION

This course will address concepts of skill, competence, and capacity in educational philosophy, educational technology, and programmed learning. Issues to be discussed include: differences between practical/pedagogical and administrative notions of skill and competence; the relation of educational theories in philosophy, sociology, social theory to pedagogical and administrative/managerial accounts of skills, competence, and capacities.
D. Misgeld

3451 F,S,H PROBLEMS ARISING IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

J. A. Eisenberg (not offered in 1983/84)

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453F,S,H but at the doctoral level.

3454 F,S,H PRACTICE OF PHILOSOPHICAL INQUIRY

Doctoral students will contribute substantial research papers related to their thesis topics for discussion in a seminar consisting of other doctoral students and philosophy faculty.
Staff

3456 F,S,H RESEARCH SEMINAR IN ALTERNATIVE EDUCATION

A seminar for students who wish to do and discuss research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed and major specific innovations in education will be considered.

Prerequisite: 1456F,S,H or permission of the instructor.
M. A. Levin

3480 F,S,H RELIGIOUS DIMENSIONS AND SOCIAL ETHICS

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
Staff

3481 F,S,H DEVELOPING RELIGIOUS PERSPECTIVES

In this course a detailed study will be made of the religious perspectives people have adopted with respect to life issues such as suffering, death, meaning in life, authority, community, ecology. Traditional texts, popular views, and faith development literature will be studied. Against this background, curriculum materials on these life issues for possible use in various educational settings will be examined.
C. Beck

3490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

Description as for 3490F above.
Staff

3494 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494F,S,H.
Staff

Measurement, Evaluation, and Computer Applications (MECA)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor, and Chairperson of the Department
(educational measurement and evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Applied Psychology
(measurement for guidance and counselling; vocational theory and development)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis; logic of inquiry)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, cross-appointed to Curriculum
(computer-assisted instruction in first and second languages; minority-language education and Franco-Ontarian studies)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Associate Professor
(item banking; tailored testing; simulation techniques for evaluating problem-solving; physics, chemistry, and general science test development)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational outcomes)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, and Head, Educational Evaluation Centre
(data analysis; evaluation; large-scale assessment)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; personal computing)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(psychometrics and analysis of categorical data)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction; research in instructional and media design)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Administration

RICHARD PIERCE, *B.A. (Miami)*
Project Director, MECA, and Manager, Media Production

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(courseware evaluation; computer in-service; software science; teacher evaluation)

IRVIN RUBINCAM, *Ph.D. (Toronto)*
Assistant Professor
(instructional systems development; educational computing policy)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre, cross-appointed to Curriculum
(measurement and program evaluation)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(computing and information technology to support formal and informal instruction, research, and administrative systems in schools, colleges, and universities)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director, MECA, and Supervisor of Computing Services Group

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

RINA S. COHEN, *Ph.D. (Ottawa)*
Associate Professor, MECA

HARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

PETER J. EVANS, *M.Ed. (Toronto)*
Project Director, and Head, OISE Ottawa Valley Centre
(English evaluation: student and program; large-scale assessment of language and writing – elementary, secondary, and postsecondary)

G. PHILIP NAGY, *Ph.D. (Alberta)*
Associate Professor, and Acting Head, OISE Midwestern Centre
(measurement; data analysis; multidimensional scaling)

PROGRAMS OF SPECIALIZATION

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty: Measurement or Evaluation or Computer Applications. Each degree program is available in each of the specialties.

Computer Applications Specialization
This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Skills in selected kinds of computer programming and in the use of selected computers will be required for some courses in computer applications. These skills may be acquired through non-credit course 1506. Details should be obtained from the departmental secretary. Specific applications areas and methodology follow in other 1500-level courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student.

Evaluation Specialization
In this specialty, students develop knowledge and skills in social program evaluation, pupil evaluation, and large-scale assessment of education. Students should plan their program in consultation with staff of the Educational Evaluation Centre. Courses 1660, 1666, and 1520 provide foundation knowledge and skills. Courses 1610 and 1619 will be relevant to some programs, as will courses in other departments – e.g., 1137, Evaluation of Adult Education Programs; 1360, Evaluation of Curriculum and Instruction; and 1363, Curriculum Guidelines and Student Evaluation. At the doctoral level, 3610, Evaluation Methodology and Theory, is required, along with 3666. Students will normally be expected to become involved in an ongoing evaluation project during their residence year(s).

Evaluation of a wide range of social programs is included under "program evaluation," such as health care delivery, labor education, nursery and preschool, manpower training, services to exceptional children, and programs in higher education. Students are expected to acquire knowledge and skill in both qualitative and quantitative methods. Large-scale assessment is a specialty emerging in its own right, incorporating educational program evaluation, and the OISE Educational Evaluation Centre is a recognized leader in the field.

Measurement Specialization
M.A. and Ph.D. programs in this specialty develop researchers in the fields of measurement and quantitative methods and theory. Training is provided in the areas of statistics, test theory, scaling, factor analysis, test development, and research methods appropriate for the design and execution of empirical investigations.

Students who enter the M.A. program in measurement with the intent of pursuing a Ph.D. degree are advised to take the following courses: 1604, 1670, 1680, and 3666. Those students entering the regular Ph.D. program with M.Ed. or M.A. degrees from other universities or other OISE programs should have taken the equivalent of these four courses or plan to take them as part of their Ph.D. program. Ph.D. students ordinarily must take at least four 3600-level courses.

M.A. and Ph.D. students in Measurement are expected by the end of their first year of residence to demonstrate competence in data processing. Successful completion of 1520 or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in certain aspects of matrix algebra and calculus is expected of Ph.D. candidates.

Off-Campus Courses in MECA
The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. The admission requirements for the M.Ed. program are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1983 Summer Session and the 1983/84 Regular Session for continuing students will be available from the Office of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

Departmental Requirements
(a) Students may be admitted to the Ed.D. or Ph.D. programs in either Measurement and Evaluation *or* Computer Applications, contingent upon satisfactory completion of a Qualifying

Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program.

(b) Applicants from outside Canada whose mother tongue is not English should note the requirement on page 12 of the Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted before the student leaves for the University of Toronto.

(c) Prospective Ed.D. candidates should not make arrangements for full-time resident study until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. This does not imply, however, that doctoral students cannot receive credit for 1500- and 1600-level courses, or that master's students cannot take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Course 1520H is applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1500F,S,H, 1503F,S,H, 1505F,H, 1506F,S,H (Non-Credit), 1517F,S,H, 1601F,H (Non-Credit), 1610F,H, 1611F,S,H, 1615S,H, 1660F,S,H, 1666F,S,H, 3666F,S,H.

Please consult the OISE course schedule for actual course offerings.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.
Staff

1501 F COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of Computer-Aided Learning: Computer-Assisted Testing, Computer-Managed Instruction, and Computer-Assisted Instruction. Specific topics change each year.
S. Churchill and *W. P. Olivier*

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of the concerns o other computer applications courses,

may be as follows: computer technology in education, computers in the classroom, personal computers, courseware evaluation, LOGO, interactive instruction technologies, micros in curriculum, research data analysis and processing, administrative applications, provincial networks, and policy/organizational factors. *Note:* No previous experience required. This is not a programming course, but completion of or concurrent registration in 1506F,S,H or equivalent is highly desirable.
G. S. Tracz, and staff, Summer Session and Regular Session (daytime and after hours)

1505 F,H INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.

Prerequisite: 1503F,S,H.
W. P. Olivier

1506 F,S,H PREREQUISITE SKILLS IN COMPUTER APPLICATIONS (Non-Credit)

Students enrolled in MECA courses who do not have a background in the use of computers are advised to take this eight-session (sixteen hours) non-credit course, or to make arrangements to acquire this knowledge. Topics covered include: introduction to the use of the OISE mainframe computer, editing files, text processing, processing of statistical data, and introduction to the BASIC language.
I. R. Rubincam

1509 S EDUCATIONAL TECHNOLOGY AND PRODUCTION DESIGN

A course on film, video, and videodisc and their applications to education. Experience is provided in applying the principles of design and production discussed in class to the development of materials in the studio.
Staff

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming languages, data bases, graphics, and interactive systems primarily in curricula other than computer studies. Students will design an application in a curriculum area of their choice.

Prerequisite: 1503F,S,H and 1506F,S,H (Non-Credit).
R. S. McLean and *R. G. Ragsdale*

1516 F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

Topics include structured programming, psychology of computer programming, software science, and the use of programming assignments as a tool in non-computer curriculum areas.

Prerequisite: 1506F,S,H (Non-Credit) or permission of the instructors.
R. S. McLean and *R. G. Ragsdale*

1517 F,S,H PERSONAL COMPUTING AND EDUCATION

Characteristics of microcomputer hardware, software, and peripheral devices and their potential for use in education.

Prerequisite: Some elementary personal computer programming.
R. S. McLean

1520 H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.

Prerequisite: 1666F,S,H or permission of the instructor.
L. D. McLean and staff

1525 H THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A project-oriented seminar. Students will choose an application and study the design process of an appropriate interactive computer system, from feasibility study to implementation.

Prerequisite: 1503F,S,H or 1517F,S,H.
R. S. McLean

3517 S EVALUATION AND MICROCOMPUTER-BASED CURRICULUM MATERIALS

A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.

Prerequisite: 1517F,S,H or equivalent experience.
R. S. McLean and *R. G. Ragsdale*

3535 S SIMULATION MODELS OF COGNITION AND LEARNING

Information-processing models in the fields of perception, human memory, and language comprehension, and other topics such as artificial intelligence. Recent simulation techniques will be explored and some of the advantages and disadvantages of a simulation approach to psychological modelling will be discussed. Some introductory acquaintance with computers would be an asset.
Staff

3551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1551F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)

Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)
A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.
R. G. Ragsdale

MEASUREMENT AND EVALUATION COURSES

1601 F,H DESCRIPTIVE STATISTICS (Non-Credit)
Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S,H, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis and *A. Even,* Summer Session (first two weeks) and Regular Session (first five weeks)

1604 S ELEMENTS OF TEST THEORY
Classical test theory, generalizability theory, and latent trait theory. Related discussion of item analysis and test assembly, scoring, and equating.

Desirable background: Completion of or concurrent registration in 3666F,S,H, or equivalent.
R. E. Traub

1610 F,H INTRODUCTION TO MEASUREMENT AND EVALUATION
A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; achievement, aptitude, and other types of measures; marks and marking systems; the evaluation program; recent developments.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
A. Even, S. B. Khan, and *R. G. Ragsdale*

1611 F,S,H EDUCATIONAL AND PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL
A survey of standardized tests typically used by the guidance personnel in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in the administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
S. A. Alvi and *S. B. Khan*

Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.

1612 F,S,H AFFECTIVE ASSESSMENT IN EDUCATION
Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing and projective techniques), scoring techniques, reliability, validity, educational implications.
S. B. Khan

1613 F,S,H APPLIED PSYCHOMETRIC METHODS
Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets

of data and in interpreting the resulting computer output.
R. E. Traub

1615 S,H TEST CONSTRUCTION
Development of educational and psychological measuring instruments. These will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.
M. W. Wahlstrom and staff

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION
This course presents non-quantitative alternatives to existing conventional evaluation strategies. Discussion focusses on the different metaphors of evaluation; different views of criticism are applied to the evaluation of programs, processes, and individuals. Examples drawn from anthropological research, literary criticism, art criticism, and naturalistic research will be discussed. Students will be required to integrate theoretical ideas with practical examples.
J. Weiss

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659 F,S,H EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION
Each student in this course will identify a "current issue," preferably related to his/her day-to-day work, to be evaluated. The issues so defined will serve as vehicles for developing measurement, statistical, and design concepts essential to an understanding of research literature. The course is designed for students interested in interpreting and evaluating research studies; no prior background in mathematics or science is required, and no computing will be required in the coursework.
H. H. Russell

1660 F,S,H INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION
The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis, A. Even, M. W. Wahlstrom, and staff

1664 F MATHEMATICAL STATISTICS
Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.
R. P. Bhargava

1666 F,S,H ELEMENTS OF STATISTICS
Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and one-way classification analysis of variance.
R. P. Bhargava, D. F. Burrill, S. Nishisato, and staff

1670 S ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES
Introduction to the basic concepts of factor-analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.
S. Nishisato

1675 F MATRIX THEORY WITH STATISTICAL APPLICATIONS
Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.
Staff

1680 F ELEMENTS OF SCALING (Pass/Fail)
Construction of scales from a wide variety of data, such as "yes/no," multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples. Major techniques discussed are scalogram analysis, unfolding technique, Likert scaling, information theory, methods of ranking, paired comparisons, successive categories, dual (optimal) scaling, and metric and nonmetric multidimensional scaling.
S. Nishisato

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES
Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common-factor analysis, rotation methods, and factor-score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
Staff

3605 H ADVANCED TEST THEORY
A seminar on recent advances in test theory.

Desirable background: 1604S and 3666F,S,H.
R. E. Traub (alternate years; not offered in 1983/84)

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT
Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; situational versus trait theoretical models; personality change; moods and states; method variance and response styles; classification and typologies; clinical versus

statistical prediction models.

Prerequisites: 1670S and 3666F,S,H or equivalents, plus a course in personality theory.
Staff

3610 S EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610F,H or equivalent.
M. W. Wahlstrom

3621 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to help the inquirer to see some kinds of underlying structure and thus to develop conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale information are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will be expected to apply the techniques mentioned to one or more sets of educational data of interest to them, and thereby to generate conjectures and/or test hypotheses (as appropriate).
D. F. Burrill

3637 S ADVANCED SCALING THEORY

Detailed examination of dual (optimal) scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual-difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1680F or permission of the instructor.
S. Nishisato (offered in 1983/84 and alternate years)

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652F,S,H, but at the doctoral level.

3666 F,S,H INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, Latin square, composite, repeated measurements); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H or equivalent, or permission of the instructors.
R. P. Bhargava and *D. F. Burrill*

3667 F ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.
R. P. Bhargava

3668 F MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisite: 1664F and 3667F or equivalents plus some knowledge of matrix theory and calculus, or permission of the instructor.
R. P. Bhargava

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION

Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
A. Even

3673 H ED.D. SEMINAR IN EVALUATION PROBLEMS

An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
A. Even

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Educational Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
Staff

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205H

Curriculum: 1360F,S,H, 1363F,S,H, 3360F,S,H

Educational Administration: 3711F,S

Sociology in Education

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor and Chairperson of the Department, cross-appointed to the Franco-Ontarian Centre
(comparative political economy and education; ideology and consciousness in capitalist and socialist states; alternative social and educational futures)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of reading activities; qualitative methodology; ethnomethodology; relevance of phenomenology and ordinary-language philosophy to sociology)

Coordinator of Ed.D. program, to whom inquiries should be directed:
GORDON WEST, *Ph.D. (Northwestern)*
Associate Professor, cross-appointed to the Centre for Criminology, University of Toronto
(state policy evaluation; participant observation; Marxist ethnography; children's rights; adolescent culture and ideology; deviance, delinquency, juvenile justice, law, criminology)

MARGRIT EICHLER, *Ph.D. (Duke)*
Professor
(feminist theory and methodology; changes in contemporary families and family policy; stratification)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Professor, and Assistant Director (Academic), OISE
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor
(economics and the political economy of education; Marxist and Third World studies; multiculturalism; Gandhian thought; education and world peace)

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, cross-appointed to the Higher Education Group
(theory of plural societies, language policies, cultural pluralism and education; comparative studies of education in industrial societies)

MARY O'BRIEN, *Ph.D. (York)*
Associate Professor and Executive Head of Graduate Studies
(feminist studies in education; political economy of education; hegemony theory; Hegelian and Marxist studies in the family)

C. PAUL OLSON, *M.A. (Princeton)*
Assistant Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology theory)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(children's culture; existentialism, phenomenology, and hermeneutics in

the human sciences and education; video ethnography)

DOROTHY SMITH, *Ph.D. (University of California at Berkeley)*
Professor
(feminist studies in sociology; the social organization of knowledge; Marxist knowledge)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor, cross-appointed from the Department of Applied Psychology

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

GEORGE E. BURNS, *Ed.D. (Toronto)*
Assistant Professor, OISE Mid-northern Centre
(applied research; organizational change process; policy development and school guidance implementation)

PROGRAMS OF SPECIALIZATION

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The development of an individual program is the responsibility of each student. The department offers a variety of experiences to assist students in the articulation and focussing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other departments in the School of Graduate Studies as well as within the Institute.

RESEARCH FOCI

Currently, faculty and student research and interests offer versatile approaches to sociology in education. The current composition of the department provides particular strengths for students who may wish to focus their activities in the following four areas, though it must be stressed that these areas are flexible and interacting emphases rather than rigid enclaves.

FOCUS ON POLICY AND PRACTICE IN EDUCATION

Courses: 1900, 1902, 1903, 1907, 1908, 1912, 1926, 1929, 1930, 1948, 1960, 1973, 1983, 1990, 1995, 3902, 3911, 3996. A creative variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: George Burns, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, John Mallea, Dorothy Smith, and Gordon West.

FOCUS ON POLITICAL ECONOMY OF EDUCATION

Courses : 1920, 1941, 1950, 1951, 1953, 1973, 1990, 1995, 3927, 3935, 3940, 3953, 3954, 3980 and 3996. Theory and methodology of dialectical materialism, studies in the impact of socioeconomic class on schooling and labor force entry, the state and education, impact on education of economic organization and underdevelopment. Faculty include: Madan Handa, David Livingstone, Mary O'Brien, Dorothy Smith, and Gordon West.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

Courses: 1928, 1930, 1937, 3928, 3932, 3934, 3945, 3946. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, Marxist, interpretive, and ethnomethodological perspectives. Faculty include: James Heap, Ronald Silvers, and Dorothy Smith. (For further information consult the "Interdisciplinary Focuses in Graduate Studies" section of this Bulletin.)

FOCUS ON FEMINIST STUDIES, GENDER RELATIONS, AND EDUCATION

Courses: 1907, 1972, 1973, 3972, 3974. The department currently houses *Resources for Feminist Research*, which is the major Canadian means of information on research on women and sex roles, and the Women's Research and Resource Centre, which has a substantial specialized collection that is open for use to all OISE members. Faculty include: Margrit Eichler, Mary O'Brien, and Dorothy Smith.

CLUSTER AREAS

We wish to bring to the attention of M.Ed. students the following areas of interest and faculty involved.

Students should consult their faculty advisor for information regarding specific courses in each cluster area.

1. *Social Issues for Specialists Teaching "Woman and Man in Society"* (Margrit Eichler, Mary O'Brien, and Dorothy Smith)
2. *Family, Childhood, Socialization* (Margrit Eichler, Mary O'Brien, Ronald Silvers, and Gordon West)
3. *Gender Relations and Schooling* (Margrit Eichler, Mary O'Brien, and Dorothy Smith)
4. *Multiracial, Multicultural, and Community Relations* (Madan Handa and John Mallea)
5. *Classroom Language and Interaction* (James Heap and Ronald Silvers)
6. *Social and Political Organization of Knowledge and Curriculum* (James Heap, David Livingstone, Ronald Silvers, and Dorothy Smith)
7. *Vocational Education and Labor Market* (Madan Handa, Edward Harvey, and David Livingstone)
8. *Comparative and World Education* (Joseph Farrell, Madan Handa, and David Livingstone)
9. *Classroom and School Change, Development and Implementation* (Michael Fullan, Edward Harvey, Dorothy Smith, and Gordon West)
10. *Educational Policy* (Margrit Eichler, Edward Harvey, David Livingstone, and Gordon West)

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by February 1 if they wish to be considered for an OISE Graduate Assistantship. This department welcomes applicants with diverse but relevant backgrounds which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

The department is currently offering some sections of existing courses off-campus in Sudbury, Elliot Lake, Peterborough, Hamilton, Timmins, Orillia, and other locations. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Interested students may obtain descriptions of the current programs by writing to the Chairperson or to the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for assessment of admissibility as outlined on pages 11 to 13 and 35 to 42. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900F,S,H.

Faculty liaison for part-time students is John Mallea.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Gordon West. The department strongly encourages prospective Ed.D. applicants to develop their methodological and theoretical competence during their master's programs (e.g., by taking 1960 and 1970).

Information and application materials for off-campus and on-campus courses to be offered in the 1983 Summer Session and the 1983/84 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F,S,H INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
Staff, Summer Session and Regular Session (after hours)

1902 F DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
Staff, Regular Session (after hours; may be offered in 1983/84)

1903 F SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

This is a seminar course which emphasizes the development of analytical frameworks within which to review the relationship between education and cultural pluralism in contemporary Canadian society. Special attention will be paid to the concept of multiculturalism and related program development and policy-making issues. Topics to be covered include the education of anglophone and francophone minorities, native peoples, and immigrant groups with particular reference to language, curriculum, and teachers.
J. R. Mallea, Regular Session (after hours)

1907 F CHANGES IN FAMILIES AND POLICY CONSEQUENCES FOR GOVERNMENT AND EDUCATION

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session (after hours)

1908 S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff, Regular Session (after hours)

1909 F PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
M. Fullan, Regular Session (after hours; offered alternately with 3911F)

1912 S WORK ORGANIZATION AND SOCIAL PROCESS IN THE SCHOOL

This course examines the school as an organized work process in relation to the formal managerial structure of the school and in relation to the community. In addition to a theoretical and substantive overview of the area, a number of special topics will be brought into focus: among them, staff development and morale of teachers at the elementary and secondary school level; classroom interaction and student role and student–teacher relations; the implications of ethnic and social-class composition of the students and community for social processes in the school, and for school achievement by students, including dropout rates, job attainment, and educational achievement.
Staff, Regular Session (after hours; may be offered in 1983/84)

1920 S COMPARATIVE SOCIALIZATION, ADOLESCENCE, AND EDUCATION

An examination of various socialization theories with an emphasis upon individual agents of socialization inside and outside the school. Examples from pre-industrial, "underdeveloping," and Western societies (including Canada) will be used to explore the social determinations of adolescence in historical and cross-cultural perspective (e.g., gender distinctions, age-based legal statuses, economic and labor-market contexts, secondary and vocational schooling, youth subcultures).
G. West, Regular Session (after hours)

1926 S STUDENT DEVIANCE AND SCHOOL RESPONSE

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
G. West, (not offered in 1983/84; offered alternately with 1920S)

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the

procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form – news, data, records, etc. – through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. Smith, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
Staff, Regular Session (after hours)

1930 F SOCIOLOGY OF READING ACTIVITIES

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach which accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (after hours)

1937 S SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society. The course will examine video and film recordings of children and adult–child conversations.
R. J. Silvers, Regular Session (after hours)

1941 F COMPARATIVE EDUCATION: THIRD WORLD EDUCATIONAL ALTERNATIVES

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. Based on this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education which has emerged as a part of the process of capitalist development.
M. L. Handa, Regular Session (offered alternately with 3954F; not offered in 1983/84)

1948 H SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and will examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. L. Handa, Summer Session

1949 S GLOBAL PEACE AND EDUCATION

The course will start with alternative conceptualizations of global peace, which is generally recognized as the most urgent problem of our time. The

responses to the problem, especially the current peace movement, will be discussed. Throughout the course underlying emphasis will be on the existing role of the educational system in contributing to the making of "violent consciousness" and on what is the potential of Peace Education.
M. L. Handa, Regular Session (after hours)

1950 F MARXISM AND EDUCATION I

Courses 1950F and 1951S will constitute an introduction to students focussing on dialectical materialism and education. This course will introduce the perspective, method, and concepts of Marxist thought; the main concern will be with the writings of Marx himself, although his major forebears, elaborators, and critics will also be treated. Emphasis in all cases will be on the applicability of this mode of critical analysis to the study of educational theory and practice.
M. L. Handa, D. W. Livingstone, and *D. Smith,* Regular Session (after hours; offered alternately with 1951S)

1951 S MARXISM AND EDUCATION II

An examination of the Marxist proposition that educational process is conditioned and educational reform limited by the political economy of a given society. Topics will include: class relations; modes of production; surplus value and accumulation; commodity fetishism; correspondence between stratification in the labor market and the school system; the educated unemployed; education and inequality. Throughout the course we shall keep in mind the status of capitalism as a national and world order, and its current state of crisis. (Students are strongly urged to take 1950F, Marxism and Education I, prior to this course.)
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith* (offered alternately with 1950F; not offered in 1983/84)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns – including interview surveys, oral histories, and conscientization – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session (not offered in 1983/84)

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff, Regular Session (after hours)

1962 F SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (after hours; offered in alternate years; not offered in 1983/84)

1970 S SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
J. L. Heap, Regular Session (after hours)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This course deals with the social relations of contemporary women and men, in the family, in the work place, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on feminist studies. This course is an acceptable prerequisite to 3972S.
Staff, Regular Session (after hours)

1973 F FEMINIST STUDIES AND THE EDUCATIONAL SYSTEM: STRATEGIES FOR CHANGE

An examination of the situation of women in contemporary society with special reference to the educational process. Special emphasis will be placed on developing strategies for initiating changes in educational systems and elsewhere, and on methods of research into relevant background contents. This course is an acceptable prerequisite to 3972S.
Staff, Regular Session (after hours)

1983 S STAFF RELATIONS AND STAFF DEVELOPMENT IN THE SCHOOL SYSTEM

Particular emphasis will be placed on problematic aspects of staff relations, including professionalization/unionization issues and the collective bargaining process. The negotiation process and conflict resolution will be a major focus of the course. Staff relations will be treated from a general sociological perspective. Comparisons will be made with other occupational groups, and possible future changes in school staff roles and relations will be discussed.
Staff, Regular Session (after hours; may be offered in 1983/84)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session

1990 F APPLIED SOCIOLOGICAL FIELD RESEARCH IN EDUCATION

The general objective of this course is to train students to generate and utilize sociological knowledge through participant observation in the practical work of an educational or other field setting. Via student field projects, the utility of applied participant observation will be examined in the light of pragmatism, policy research, and neo-Marxism.
G. West, Regular Session (after hours)

1995 F PRACTICUM IN SOCIOLOGY IN EDUCATION: I

Field experience in applying sociological knowledge and methods to educational

issues, combined with an overview of various applied methodologies. Project design and implementation and research/development internships will be planned in consultation with faculty and field personnel. The course may be designed in relation to the potential problems of one's work in the educational system. Required for all Ed.D. students.
G. West and staff, Regular Session (daytime)

3902 F EDUCATIONAL SYSTEMS AND SOCIAL CHANGE

The changing relationship between education and other major institutions of Canadian society is examined for the period 1945–75. Specifically, attention is focussed on changing relationships between education and employment, education and equality of opportunity in society, education and social mobility, and education and changes in social attitudes and values. Some fundamental problems facing the future of education are also examined, including declining enrolments, surplus teaching staff, reduced government funding, and changing public attitudes toward the value of education.
E. B. Harvey, Regular Session (after hours)

3903 S MULTIRACIAL AND MULTICULTURAL EDUCATION IN COMPARATIVE PERSPECTIVE

This seminar course will analyse the theoretical and practical assumptions underlying contemporary policy and practice in multiracial and multicultural education in the U.K., the U.S.A., and Australia. A variety of theoretical approaches and typologies will be identified and compared. Detailed consideration will be given to the implications of these discussions for current educational policy and practice in Canada.
J. R. Mallea, Regular Session (after hours)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
M. Fullan, Regular Session (after hours; offered alternately with 1909F; not offered in 1983/84)

3927 S ISSUES IN EDUCATION, DEVIANCE, AND LEGITIMACY

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research, etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
G. West, Regular Session (daytime)

3928 S STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is intended for students who are interested in mastering the social organization of knowledge as a method of inquiry. It deepens the consideration of ideology and explores the method of the social organization of knowledge with reference to relevant theory. The potentiality of the approach as a research strategy is developed and students are introduced to textual analysis as one major research procedure in the field.

Prerequisite: 1928F or permission of the instructor.

D. Smith, Regular Session (after hours)

3930 S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

This course uses data from a variety of societies – both "developed" and "developing" – to identify factors which may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors which may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.

J. P. Farrell, Regular Session (after hours)

3932 S ETHNOMETHODOLOGY IN EDUCATION

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.

J. L. Heap, Regular Session (after hours; offered alternately with 3934S)

3934 S ANALYSING CLASSROOM DISCOURSE

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.

J. L. Heap, Regular Session (after hours; offered alternately with 3932S; not offered in 1983/84)

3935 F REVOLUTIONARY MOVEMENTS AND EDUCATION

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.

Staff, Regular Session (may be offered in 1983/84)

3940 S COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. First, pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities theoretically postulated. Then case-study materials will be examined to test these postulates in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.

Prerequisite: 1950F or permission of the instructor.

D. W. Livingstone, Regular Session (after hours)

3945 F EXISTENTIALIST ISSUES AND PHENOMENOLOGICAL INQUIRY IN SOCIOLOGY AND EDUCATION

Existentialist issues are addressed

through an analytic phenomenology which seeks to uncover and conceptualize an understanding of the experience of everyday life. The place and relationship of the researcher is considered dialectically in reference to those studied, to the analysis itself, and to the knowledge formed. The course explores various existential phenomenologies in social science and philosophy as theoretical concerns and as practices of inquiry.

Prerequisite: Permission of the instructor.
R. J. Silvers, Regular Session (not offered in 1983/84)

3946 S RESEARCH SEMINAR IN EXISTENTIALIST PHENOMENOLOGICAL SOCIOLOGY AND EDUCATION

Investigative and analytic research problems are explored within an existentialist phenomenological approach in sociology and education. The formulation and practices of this perspective are addressed through an examination of the seminar members' ongoing research and current theses.

Prerequisite: 3945F or permission of the instructor.
R. J. Silvers, Regular Session (daytime)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3953 F CANADIAN POLITICAL ECONOMY AND EDUCATION

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
Staff, Regular Session (after hours; may be offered in 1983/84)

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.
M. L. Handa, Regular Session (daytime; offered alternately with 1941F)

3955 F WOMEN AND THE EDUCATIONAL AND DEVELOPMENTAL PROCESS IN THE THIRD WORLD

Starting with the status of women during the colonial era and their role in the national movements, the course focusses on the current impact of economic and social changes on the status of women with particular reference to the education of women. Special stress is placed on women's contemporary struggle with a comparative perspective on similar struggle in the advanced Western societies.
M. L. Handa, Regular Session (after hours)

3970 S ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

The course reviews a series of selected paradigmatic models and their applications to education. Within these analytical frameworks the issue on how theory may be applied will be examined with

special attention paid to questions of knowledge construction and of inequality (especially issues of race, class, and gender). The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work. Formulation of thesis topics and problems will be discussed, with the student's major working paper for the course to be formulated around the relationship of a chosen theory or theories to a problem of special interest to the student.
Staff, Regular Session (daytime)

3972 S ADVANCED RESEARCH SEMINAR ON EDUCATION IN THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This seminar will focus on current theoretical advances in the study of women and society, exploring feminist theory and methodology as they relate to education with emphasis on elaborating general criteria for a non-sexist methodology. A different area will be selected each year for intensive treatment.

Prerequisite: 1972F, 1973F, or permission of the instructor.
Staff, Regular Session (after hours)

3974 Y EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT

The course will consist of an examination of the work of selected social thinkers such as Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender-role differentiation.
M. O'Brien, Regular Session (after hours)

3980 S RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
M. L. Handa and *D. W. Livingstone,* Regular Session (daytime)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3996 S PRACTICUM IN SOCIOLOGY IN EDUCATION: II

To be used to develop theoretical and methodological sophistication in regard to each student's particular field project. This will normally entail regular study and consultation with a faculty member in the student's substantive topic area. Required for all Ed.D. students.
Staff, Regular Session (after hours)

Special Education

PETER LINDSAY, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
ANNE KEETON, *Ph.D. (Toronto)*
Associate Professor
(assessment of exceptional students; cognitive development and socio-cultural factors in learning; policies and practices in special education delivery)

Admission inquiries should be addressed to:
JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; children's spatial representation; research design and evaluation)

IAIN DAVIDSON, *Ph.D. (Toronto)*
Assistant Professor
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(development of intervention prognosis for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor,
(instructional systems design; theories of consciousness and learning; journal writing and reflection; microcomputer applications in education)

CAROL M. REICH, *Ph.D. (Michigan)*
Associate Professor
(hearing impairment; program evaluation; language disorders; women's studies)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(principles of educational assessment; cognitive education and modifiability; issues in special education)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, and Head, OISE Northeastern Centre, cross-appointed to Applied Psychology

ASSOCIATED INSTRUCTORS:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychoeducational Specialist, Learning Clinic, Hospital for Sick Children, Toronto

JOANNE ROVET, *Ph.D. (Toronto)*
Research Psychologist, Psychology Department, Hospital for Sick Children, Toronto

SANDRA SHINER, *Ph.D. (Toronto)*
Counselling and curriculum specialist

CONFIDENTIALITY OF STUDENT FILES

Students of the Department of Special Education have access to their own personal files in the department. All letters of reference about a student applying for admission to the department may be seen by that student unless the external agency requests otherwise.

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis.

Students who have an Ontario Teacher's Certificate will find many courses in the Department of Special Education which have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. All of the programs in the department have the dual objectives of broadening the student's general background in special education and developing specialized knowledge in at least one area of concentrated study.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from candidates regarding their background, career goals, and expectations from the program. Also required are two professional and two academic letters of reference. A candidate's file must be complete before it can be reviewed. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in three skills areas:

(a) current issues in special education,

(b) assessment and programming for exceptional students,

(c) interpretation of research in special education.

In addition, practicum training will ordinarily be expected. Courses necessary to meet these requirements are to be selected in consultation with the faculty advisor. They must include at least four half-courses in the Department of Special Education. The remaining courses may be chosen from other departments of OISE or from other graduate departments at the University of Toronto. Students are also encouraged to participate in colloquia and informal research meetings organized by the department.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system. However, under exceptional circumstances, students without a teaching background may also enrol in this program.

Students enrolling in the M.Ed. program are usually expected to have some undergraduate coursework in areas relevant to the helping professions. If this is not the case, two courses will usually be required in addition to the regular degree program. The particular courses will be decided in consultation with the faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue either a research career or a professional career in clinical work with exceptional persons in a wide variety of settings. The usual entrance requirement is a four-year B.A. degree in a relevant social or behavioral science. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Special Education encompassing those skills areas noted above. The master's thesis is a formal research project that is carried out under the supervision of two faculty members, one of whom must be from the department. The student is responsible for selecting a thesis topic and for formalizing a working thesis committee of two faculty members. Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research. The completed M.A. thesis must be presented at a departmental seminar.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have demonstrated their practical capabilities in special education, and who intend to continue their professional careers as field-oriented leaders in this area. Students with the M.Ed. degree who wish to proceed to doctoral studies in Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have the M.A. degree.

Students applying to the Ed.D. program are required to submit their master's thesis, or to complete a Qualifying Research Paper, prior to acceptance into the program. In the latter case, those intending to apply for doctoral study should contact the Graduate Studies Academic Secretary in the department as soon as possible regarding the requirements of the QRP. The very latest this contact should be made is at the time of formal application for admission to the program.

Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. Candidates are encouraged to take as many of their courses as possible on a part-time basis prior to their year of residence. The exceptions are the doctoral proseminar courses, which must be taken during the year of residence.

As part of the program, students will be required to take at least four half-courses in the Department of Special Education including courses in research design and the doctoral proseminars, plus a course in intermediate statistics.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. program in Education with specialization in Special Education is designed for those who wish to pursue a career in university teaching and research, or other positions that require leadership skills in research and evaluation. The program for such students would emphasize the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine special education courses with courses in psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Special Education and have completed a thesis. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 40 to 42.

Students will be expected to take at least four half-courses in the Department of Special Education.

Students who do not have sufficient statistical and research background will be required to take additional courses in the doctoral program.

Other coursework will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329. A major proportion of the courses listed below will be offered in the evening from 5:30 to 8:30 p.m.

1280 F,S,H EXCEPTIONAL CHILDREN AND YOUTH

A critical analysis of current issues related to special education philosophy, practice, and administration.
Staff, Summer Session; *H. Silverman,* Regular Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counselling.
D. Shipe and *R. MacIntyre,* Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counselling of parents and pupils.
C. Reich, Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification and the intellectual, social, and emotional development of

the gifted; educational programs in regular and special classes.
Staff, Regular Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION
Behavior disorders in children and young people – e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
Staff, Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES
Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
Staff, Summer Session; *H. Silverman,* Regular Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS
A critical evaluation of the approaches which are typically employed in the education of disabled students in secondary schools. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
Staff, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS
This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.

Prerequisite: 1280F,S,H or permission of the instructors.
R. MacIntyre and staff, Summer Session and Regular Session

1288 F,S,H SEMINAR AND PRACTICUM IN SPECIAL EDUCATION
This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements for two terms (Regular Session) and for six weeks (Summer Session) by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, especially the functioning of individual children in these settings, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
Staff, Summer Session and Regular Session

1289 F,S,H TEACHING AND COUNSELLING STRATEGIES FOR THE GIFTED
Analysis of specific teaching strategies for the gifted. Theoretical and practical experience in areas of counselling gifted students and their parents.

Prerequisite: 1283F,S,H or permission of the instructor.
Staff, Summer Session and Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN
This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is empha-

sized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
Staff, Regular Session

1291 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1295F,S,H, which is normally conducted on a tutorial basis.)
Staff

1292 F,S,H EDUCATIONAL ASSESSMENT AND PROGRAMMING

This course aims to bring students to an understanding of various notions of educational assessment and its relation to programming. The function of assessment and programming in the work of teachers of exceptional children will be the focus. Emphasis is placed on critical analysis of assessment procedures including tests and written reports, on developing a clear theoretical framework on which to base criteria for sound procedures, and on the procedures themselves. The course does not attempt to teach students how to administer psychological tests. A practicum component is included.
A. Keeton and *H. Silverman*, Summer Session and Regular Session

Note: Students who require specific training in standardized tests should note that a section of 1216F,S,H will be given for students in Special Education. Instructors: *R. MacIntyre* and *D. Shipe*.

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

Introductory course in the critical evaluation of reports in special education, and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in special education, and the importance of theory development in both basic and applied research.
J. Kershner and *P. Lindsay*, Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of the skills necessary for individualized instruction of exceptional children: definition of objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.
R. MacIntyre and staff, Summer Session and Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations.
Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: INTERMEDIATE LEVEL

The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized intelligence tests and achievement tests, as well as other standardized tests and rating scales. A heavy practicum component will be included.

Prerequisite: 1292F,S,H.
Staff, Regular Session

1298 F,S,H PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children, along with practical experience ranging from visits to schools, classes, and agencies to individual work with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.
Staff, Regular Session (offered as required)

1299 F,S,H THE EDUCATIONAL IMPLICATIONS OF LANGUAGE AND COMMUNICATION DISORDERS

This course will cover atypical patterns of language acquisition in children with language delay, including those who are retarded, deaf, autistic, and learning disabled. The focus will be on the acquisition of a primary system of communication rather than literacy, and will cover alternatives to spoken language, such as sign and blissymbolics. Various approaches to teaching language will be examined for their appropriateness to different types of language problems.
C. Reich, Summer Session and Regular Session

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.
J. Kershner, Regular Session

3282 F,S,H DEVELOPMENTAL PATTERNS IN EXCEPTIONAL CHILDREN

Current information-processing models of cognitive behavior and of child development, particularly that of Piaget, will provide the context for the course. The cognitive, linguistic, and general intellectual development of exceptional students will be examined and implications drawn for assessment and programming.

Prerequisite: Permission of the instructor.
A. Keeton, Regular Session

3292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: ADVANCED LEVEL

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal. The course includes a variety of procedures such as testing and interviewing, and places assessment procedures in the educational context.

Prerequisite: Permission of the instructors.
R. MacIntyre and *D. Shipe,* Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295F,S,H, but at the doctoral level.

3296 F PROSEMINAR IN SPECIAL EDUCATION: PART I

3297 S PROSEMINAR IN SPECIAL EDUCATION: PART II

These two courses provide in-depth study of special topics in special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of education of exceptional children.
Staff, Regular Session

3298 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1291F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3295F,S,H, which is normally conducted on a tutorial basis.)
Staff

Academic Staff

(As of January 1, 1983)

ABBEY, DAVID S. *Adult Education*
ALEXANDER, WILLIAM E. *Adult Education*
ALLEN, J. PATRICK B. *Curriculum*
ALVI, SABIR A. *Measurement, Evaluation, and Computer Applications*
ANDERSON, ROBERT* *Curriculum*
BECK, CLIVE M. *History and Philosophy of Education*
BEREITER, CARL *Applied Psychology*
BERK, LEONARD *Curriculum*
BHARGAVA, RAGHU P. *Measurement, Evaluation, and Computer Applications*
BIEMILLER, ANDREW J. *Applied Psychology*
BOYD, DWIGHT R. *History and Philosophy of Education*
BREHAUT, WILLARD *History and Philosophy of Education*
BRISON, DAVID W. *Applied Psychology*
BROWN, ALAN F. *Educational Administration*
BRUNDAGE, DONALD H. *Adult Education*
BURNS, GEORGE E. *Sociology in Education*
BURRILL, DONALD F. *Measurement, Evaluation, and Computer Applications*
BYRNE, P. NIALL *Higher Education*
CANALE, MICHAEL *Curriculum*
CAPLAN, PAULA J. *Applied Psychology*
CARLOW, CHESTER D. *Curriculum*
CASE, ROBBIE *Applied Psychology*
CASSIE, J. R. BRUCE *Applied Psychology*
CHRISTENSEN, CLIFFORD M. *Applied Psychology*
CHURCHILL, STACY *Measurement, Evaluation, and Computer Applications*
COHEN, RINA S.* *Measurement, Evaluation, and Computer Applications*
CONNELLY, F. MICHAEL *Curriculum*
COURTNEY, RICHARD *Curriculum*
CUMMINS, JAMES P. *Curriculum*
DARROCH, VIVIAN *Applied Psychology*
DAVIDSON, IAIN *Special Education*
DAVIE, LYNN E. *Adult Education*
DAVIS, JOHN E. *Educational Administration*
DOUCETTE, PAUL *Educational Administration*
DRAPER, JAMES A. *Adult Education*
EICHLER, MARGRIT *Sociology in Education*
EISENBERG, JOHN A. *History and Philosophy of Education*
ELLIS, M. DORMER *Adult Education*
EVANS, PETER J. *Measurement, Evaluation, and Computer Applications*
EVEN, ALEXANDER *Measurement, Evaluation, and Computer Applications*
FALES, ANN W. *Adult Education*
FARRELL, JOSEPH P. *Adult Education*
FILLION, BRYANT *Curriculum*
FLINT, BETTY M.* *Applied Psychology*
FISCHER, MARTIN A.* *Curriculum*
FULLAN, MICHAEL *Sociology in Education*
GAMLIN, PETER *Applied Psychology*
GARBER, MALCOLM *Special Education*
GREENFIELD, THOMAS B. *Educational Administration*
GRIFFIN, VIRGINIA R. *Adult Education*
GUTTMAN, MARY A. JULIUS *Applied Psychology*
HANDA, MADAN L. *Sociology in Education*
HANSEN, BERTRAND L. *Higher Education*
HARRIS, ROBIN S. *Higher Education*
HARVEY, EDWARD B. *Sociology in Education*
HEAP, JAMES L. *Sociology in Education*
HEDGES, HENRY G. *Curriculum*
HENDERSON, KENT *Applied Psychology*
HERMAN, REG *Adult Education*
HICKCOX, EDWARD S. *Educational*

Administration
HOLLAND, JOHN W. *Higher Education*
HOLMES, MARK *Educational Administration*
HOUSE, JOHN H. *Educational Administration*
HUMPHREYS, EDWARD H. *Educational Administration*
HUMPHRIES, THOMAS W.* *Special Education*
HUNT, DAVID *Applied Psychology*
IRONSIDE, DIANA J. *Adult Education*
KEETON, ANNE *Special Education*
KERSHNER, JOHN R. *Special Education*
KHAN, SAR B. *Measurement, Evaluation, and Computer Applications*
KILBOURN, BRENT S. *Curriculum*
LANG, DANIEL W. *Higher Education*
LAPKIN, SHARON *Curriculum*
LAWTON, STEPHEN B. *Educational Administration*
LEITHWOOD, KENNETH A. *Curriculum*
LERNER, PAUL* *Applied Psychology*
LEVIN, MALCOLM A. *History and Philosophy of Education*
LEVINE, DAVID *History and Philosophy of Education*
LINDSAY, PETER *Special Education*
LIVINGSTONE, DAVID W. *Sociology in Education*
MACINTYRE, ROBERT B. *Special Education*
MACLEOD, BETTY B. *Adult Education*
MALLEA, JOHN R. *Sociology in Education*
MCDIARMID, GARNET L. *Curriculum*
MCINNES, JOHN A. *Curriculum*
MCLEAN, LESLIE D. *Measurement, Evaluation, and Computer Applications*
MCLEAN, ROBERT S. *Measurement, Evaluation, and Computer Applications*
MCLEOD, GERALD T. *Educational Administration*
MIEZITIS, SOLVEIGA *Applied Psychology*
MILLER, JOHN *Curriculum*
MISGELD, DIETER *History and Philosophy of Education*
MOUGEON, RAYMOND *Curriculum*
MUSELLA, DONALD F. *Educational Administration*
NAGY, G. PHILIP *Measurement, Evaluation, and Computer Applications*
NASH, B. CHRISTINE *Applied Psychology*
NISHISATO, SHIZUHIKO *Measurement, Evaluation, and Computer Applications*
O'BRIEN, MARY *Sociology in Education*
OLIVIER, WILLIAM P. *Measurement, Evaluation, and Computer Applications*
OLSEN, E. CHRISTOPHER *History and Philosophy of Education*
OLSON, C. PAUL *Sociology in Education*
OLSON, DAVID R. *Applied Psychology*
ORME, MICHAEL *Applied Psychology*
PADRO, SUSAN *Educational Administration*
PALEF, SANDRA *Applied Psychology*
PASS, LARRY E. *Applied Psychology*
PHILIPP, RUDOLPH L.* *Applied Psychology*
PIERCE, RICHARD *Measurement, Evaluation, and Computer Applications*
PIERSON, RUTH R. *History and Philosophy of Education*
POLLACK, HERBERT B.* *Applied Psychology*
POPP, LEONARD* *Curriculum*
POTVIN, ROBERT* *Applied Psychology*
PRENTICE, ALISON *History and Philosophy of Education*
QUARTER, JACK *Applied Psychology*
QUAZI, SAEED *Higher Education*
RAGSDALE, RONALD G. *Measurement, Evaluation, and Computer Applications*
RAINSBERRY, FREDERICK B. *Curriculum*
REGAN, ELLEN M. *Curriculum*
REICH, CAROL M. *Special Education*
RIDEOUT, E. BROCK *Educational Administration*
ROBINSON, FLOYD G. *Curriculum*
ROCKHILL, KATHLEEN *Adult Education*
ROSS, JOHN A. *Curriculum*

ROTHMAN, ARTHUR I. *Higher Education*
ROVET, JOANNE* *Special Education*
RUBINCAM, IRVIN *Measurement, Evaluation, and Computer Applications*
RUSSELL, H. HOWARD *Measurement, Evaluation, and Computer Applications*
RYAN, DORIS W. *Educational Administration*
SCHERER, SHAWN* *Applied Psychology*
SCOTT, J. GLENN *Educational Administration*
SHAPIRO, BERNARD J. *Applied Psychology*
SHINER, SANDRA* *Special Education*
SHIPE, DOROTHY *Special Education*
SILVERMAN, HARRY *Special Education*
SILVERS, RONALD J. *Sociology in Education*
SIMON, ROGER I. *Educational Administration*
SKINNER, HARVEY A.* *Measurement, Evaluation, and Computer Applications*
SKOLNIK, MICHAEL L. *Higher Education*
SMITH, DOROTHY *Sociology in Education*
STERN, HANS H. *Curriculum*
STINSON, ROBERT H. *Curriculum*
STORR, RICHARD J.* *Higher Education*
SULLIVAN, EDMUND V. *Applied Psychology*
SWAIN, MERRILL K. *Curriculum*
THOMAS, ALAN M. *Adult Education*
TOUGH, ALLEN M. *Adult Education*
TOWNSEND, RICHARD G. *Educational Administration*
TRACZ, GEORGE S. *Measurement, Evaluation, and Computer Applications*
TRAUB, ROSS E. *Measurement, Evaluation, and Computer Applications*
TROPER, HAROLD M. *History and Philosophy of Education*
WAHLSTROM, MERLIN W. *Curriculum*
WATSON, CICELY *Higher Education*
WEININGER, OTTO *Applied Psychology*
WEISER, JOHN C. *Applied Psychology*
WEISS, JOEL *Curriculum*
WEST, GORDON *Sociology in Education*
WILLIAMS, JOHN* *Applied Psychology*
WILLOWS, DALE M. *Curriculum*
WILSON, DAVID N. *Adult Education*
WINCHESTER, IAN *Higher Education*
WINE, JERI D. *Applied Psychology*
WOLFE, RICHARD G. *Measurement, Evaluation, and Computer Applications*
WOLFGANG, AARON *Applied Psychology*

*Associates

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History and Philosophy of Education	*8*
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Sociology in Education	*6*
Special Education	*4*

INQUIRIES

Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

ADMINISTRATION JAN 18 1984

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aduate Degrees in Education
iversity of Toronto/The Ontario Institute
Studies in Education

OISE Bulletin
1984/85

Graduate Degrees in Education
University of Toronto/The Ontario Institute for Studies in Education

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All inquiries should be addressed to the Registrar, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be available at that time.

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1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make necessary changes.

2. Applications/Admissions

(a) The deadline for submitting application forms is February 1, 1984, for the 1984/85 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

3. The Institute reserves the right to limit the number of registrants in any course of instruction described in this Bulletin in circumstances where the number of qualifed applicants for a course exceeds the teaching resources available to the Faculty.

4. All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

The OISE Bulletin is published annually by the Office of Graduate Studies. Information for the 1984/85 Bulletin was edited and formatted by Catherine Cragg and Linda van Will on the OISE VAX-11/750 computer. Technical supervision by the Computing Services Group.

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Academic Calendar

1984

February 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1984 Summer Session or the 1984/85 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for submitting Application for Graduate Assistantships (for full-time study only)
February 24	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing students will be mailed on this date
March 12–16	Midwinter break in the Ontario school system (no OISE classes scheduled)
April 1	Final date for submitting application for admission to courses for continuing students for both Summer Session and Regular Session (Fall and Winter). While applications will be received after this, maximum enrolment may be reached in some courses before this date
April 6	Last day of lectures, Regular Session
April 9, 10	Examinations, Regular Session
April 20	Good Friday (offices closed)
April 23	Easter Monday (offices closed)
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1983/84 second term and full year courses. (Second term and full year course grades will be mailed to students toward the end of May)
May 20	Final deadline for SDF designation for 1983/84 first term courses to be changed to a regular grade or a failure
May 21	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
July 1	Canada Day (offices closed July 2)

July 3	Summer Session Registration
July 4	First day of lectures, Summer Session
July 15	Deadline for course changes in Summer Session
August 6	Civic Holiday (offices closed, classes rescheduled)
August 10	Last day of lectures, Summer Session
August 13, 14	Examinations, Summer Session
September 3	Labour Day (offices closed)
September 5	Regular Session Registration (full-time students only)
September 10	Lectures begin
September 10–13	Regular Session Registration (part-time students) 3:30 p.m.–6:00 p.m.
September 30	Grade submission date for 1984 Summer Session courses. (Grades will be mailed to students toward the end of October)
September 30	Final deadline for SDF designation for 1983/84 second term and full year courses to be changed to a regular grade or a failure
October 3*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
October 6*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 8	Thanksgiving Day (offices closed, no OISE classes scheduled)
October 15	Final date for changing first term and full year courses
October 15	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
October 15†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
November 12	Final date for withdrawing from first term courses without academic penalty
December 7	Last day of lectures of first term courses
December 10, 11	Examinations in courses completed in the first term of the Regular Session

1985

January 7	Lectures for the second term of the Regular Session begin
January 15	Final instalment of M.A. and Ph.D. fees
January 21	Grade submission date for 1984/85 first term courses. (Grades will be mailed to students in mid-February)

January 21	Final deadline for SDF designation for 1984 Summer Session courses to be changed to a regular grade or a failure
January 22*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 22*	Final date for submitting recommendations for M.A. degrees to be awarded at the March meeting of the Governing Council
January 22	Final date for registration for students beginning programs in second term
January 28	Final date for changing second term courses
February 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the March meeting of the Governing Council
February 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1985 Summer Session or the 1985/86 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 1	Final date for submitting Application for Graduate Assistantships (for full-time study only)
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing students will be mailed on this date
March 11–15	Midwinter break in the Ontario school system (no OISE classes scheduled)
April 1	Final date for submitting application for admission to courses for continuing students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date
April 5	Good Friday (offices closed, classes rescheduled)
April 8	Easter Monday (offices closed, classes rescheduled)
April 12	Last day of lectures, Regular Session
April 15, 16	Examinations, Regular Session

April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1984/85 second term and full year courses. (Second term and full year course grades will be mailed to students toward the end of May)
May 20	Final deadline for SDF designation for 1984/85 first term courses to be changed to a regular grade or a failure
May 20	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

*The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

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The status of Professor Emeritus is awarded to distinguished OISE professors in order to recognize, upon retirement, colleagues who have made meritorious contributions to OISE through their particular areas of study. Three retirees thus far have been so honored:

E. Brock Rideout
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Hans H. Stern

FELLOWS OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The award "Fellow of the Ontario Institute for Studies in Education" is granted each year to educators of recognized high merit, in appreciation of their major contributions to education.

1973 John Darling
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T. Ranald Ide
Harry Pullen

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C. Jane Dobell
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1980 Madeline Hardy
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George Waldrum

1981 Duncan Green
Howard Kerr
Gordon Penrose

1982 Margaret Beckingham
Harding P. Moffatt
Ruth Vernon
J. Roby Kidd (posthumous)

1983 Clifford McIntosh
Shirley McNaughton
B. Edmund Nelligan

JACKSON LECTURE SERIES

The R. W. B. Jackson Lecture Series was established as a tribute to the Institute's founding Director. The annual lectures reflect a concern for major social and educational issues and bring to OISE outstanding speakers from around the world.

1981 Shirley Williams
1982 Myer Horowitz
1983 Philip W. Jackson

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The Ontario Institute for Studies in Education

Established in 1965 by a special act of the Ontario legislature, the Ontario Institute for Studies in Education (OISE) is both a graduate school of education (in affiliation with the University of Toronto) and a research and field development institute in the field of education. That is, in addition to graduate instruction, basic and applied research, and development of curricular materials, the Institute is responsible for the dissemination of the results of educational studies throughout Ontario. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic inquiry than would be possible if OISE were either a graduate school or a research and field development institute alone. For graduate studies, OISE constitutes substantially the Graduate Department of Education in the University of Toronto's School of Graduate Studies. The Joint Council on Education is the cooperative Institute/University deliberative body which advises the governing boards of both institutions as to the development of programs and policies in graduate education.

The Institute is situated in the centre of Toronto adjacent to the University of Toronto Campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the University of Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. One of the most effective ways to achieve this goal is through the students and graduates of OISE. The Institute's full-time enrolment numbers about 600, of whom more than half are candidates for doctoral degrees. In addition, approximately 1500 students pursue degrees on a part-time basis.

APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies
OISE
252 Bloor St. W.
Toronto, Ontario M5S 1V6

All applicants must complete and return application forms to the above address.

2. Application forms should be submitted with applicable attachments listed below and arrangements should be made for submission of the remaining documentation:

(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) $25 application fee (Canadian funds – not refundable) in the form of a certified cheque or money order payable to the University of Toronto;

(c) where applicable, three copies of documents (not returnable) attesting to professional education, teacher certification, and experience;

(d) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled Letter to Support Application for Admission enclosed with the application forms;

(e) a clear indication of the OISE department in which specialization is desired and of the degree program for which application is being made;

(f) a résumé (not returnable), in duplicate, indicating, in specific terms, study interests, previous career, and future goals.

(g) scores on the General Test of the Graduate Record Examination if application is to Applied Psychology, for admission to the M.A. and Ph.D. programs in School Psychology; scores may be required in Curriculum (see departmental section), for admission to the M.Ed., M.A., Ed.D., and Ph.D. programs. If the applicant's mother tongue is not English, and university study has been in a language other than English, the applicant will not be required to take the GRE test. In its place the applicant should submit the

results of an English language test (see below).

The Graduate Record Examination test centres and dates are given in the *GRE 1983–84 Information Bulletin,* which may be obtained from the applicant's present institution or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08541, U.S.A. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special centre.

Please note that students located in the Toronto area can contact the School of Continuing Studies, University of Toronto, 158 St. George St., Toronto, Ontario M5S 2V8 (telephone: 978-7489) for information on the Toronto test dates and procedures. Arrangements should be made to have the results sent directly to the Office of Graduate Studies at OISE.

(h) Facility in the English language must be established by all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement is a condition of admission and must be met before arriving for registration. Such applicants who have been recommended for admission are advised to take one of the following tests:

English Language Institute
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

or

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
Princeton, New Jersey 08540, U.S.A.

Alternatively if an applicant has previously completed a program of studies at a university where the language of instruction and examination has been uniformly English, a statement by one of the applicant's university professors may be accepted as evidence of the applicant's facility in English.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship. Deadline for submission of the Graduate Assistantship application form is February 1 (see page 24).

4. Application forms for all degree programs must be submitted not later than February 1 for registration in the 1984/85 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made.

Many students accepted to a program may wish, or be expected, to commence in the 1984 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in the summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

7. Applicants unable to attend the

session for which they have been accepted cannot postpone their acceptance to a later session. They must reapply (updating documentation where necessary) and compete with all other applicants for the later session, and pay the application fee again unless they have previously been registered in a degree program in the School of Graduate Studies. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

The general requirements for admission and exceptions are to be found in the section entitled "General Requirements for Degrees."

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1984 Summer Session and the 1984/85 Regular Session will be mailed *March 1* and must be returned before *April 1.*

This applies to courses in the first and second terms of the Regular Session. *Please note* that the later the receipt of the pre-enrolment forms the more difficult it will become to get into courses of your choice. No guarantee of acceptance into either the first or second choice of courses can be given for either term. Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.

SPECIAL STUDENTS

Occasional

Applicants interested in taking a course as a Special Student Occasional should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Prerequisite Study

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. This can be taken on a full- or part-time basis.

Full-Time Study

Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for degree applicants.

See page 35 for further information.

Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

REGISTRATION

Summer Session registration takes place on July 3, between the hours of 9:30 a.m. and 12:00 noon and 1:30 p.m. and 4:00 p.m.

Regular Session registration for full-time students takes place on September 5 from 10:00 a.m. to 12:00 noon. Part-time students register during the first week of classes, Monday (September 10) through Thursday. The Office of Graduate Studies will be open from 3:30 p.m. until 6:00 p.m. for this purpose. *Please note* that after this week the Office will revert to normal office hours (10:30 a.m. to 5:00 p.m.).

STUDY IN SUMMER SESSION

While *April 1* is the last date for students continuing in the same degree program to submit applications for enrolment in the Summer Session, students would be well advised to enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 1* has been established as a period of advance enrolment for the Summer Session.

February 1 is the deadline for new applicants who plan to begin their program in either summer or fall. While applications will be received after this date, no guarantee of admission can be made.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours, providing a statement is submitted by the employer regarding the hours of employment.

See Academic Calendar for appropriate grade deadlines and mailing dates.

PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1984/85 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Those employed less than full-time may be able to take more than two half-courses in the Regular Session, providing a statement is submitted by the employer regarding the hours of employment. For instance, a student working up to twenty hours a week could undertake three half-courses in the Regular Session, but no more than two half-courses in a term.

FIELD SERVICES

OFF-CAMPUS COURSES

OISE offers off-campus sections of certain courses leading to the University of Toronto M.Ed. degree. Courses have been offered in Barrie, Belleville, Brantford, Chapleau, Elliot Lake, Hamilton, Kapuskasing, Kirkland Lake, Kitchener–Waterloo, New Liskeard, North Bay, Orillia, Parry Sound–Muskoka, Peterborough, Sault Ste. Marie, Simcoe, St. Catharines, Sudbury, Timmins, and Welland.

Course Requirements
Course requirements are the same for both off- and on-campus students. Please consult the departmental section of this Bulletin.

On-Campus Requirements
All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on-campus in Toronto.

Admission Procedures

New part-time M.Ed. degree applicants and part-time Special Students should contact their local OISE Field Centre (see page 16) for application forms. In areas of the province not served directly by a field centre, contact should be made to the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined above. Applications for new students should be submitted by February 1.

Continuing part-time off-campus M.Ed. degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

Registration

Part-time off-campus students *who have already been admitted* to the M.Ed. degree program may register at their first class. However, there is a risk that a course may be cancelled if there is no evidence of adequate enrolment. Course planning is improved if off-campus students register by mail by the appropriate dates indicated in registration materials.

Note: Off-campus students taking courses in Toronto must register in the Office of Graduate Studies on the night of their first class in the Regular Session and on Registration day in the Summer Session.

Off-Campus Library Resources

The OISE Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses.

FIELD DEVELOPMENT

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers nine regional field centres.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies (by helping with the development of off-campus courses) and to research and development (through local research projects). Joint projects are increasingly common, with the Office of Field Services and Research helping the Office of Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than two or three people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: developing moral education programs, including one for French-speaking students; promoting the use of paraprofessionals and parent volunteers in schools; producing intermediate assessment items in geography, history, and English; developing and implementing curriculum guidelines; producing, evaluating, and distributing inquiry-training and problem-solving materials; and developing intermediate-level tests of objectives as laid down in provincial guidelines.

FIELD CENTRE LOCATIONS

The following is a list of the nine field centres throughout Ontario. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Central Ontario Centre
OISE
252 Bloor Street West
12th Floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 339
Adult Education, Educational Administration, Sociology in Education

Midnorthern Centre
Prince Charles Public School
296 Van Horne Street
Sudbury, Ontario P3B 1H9
Telephone: 705-674-8442
Curriculum, Educational Administration, Sociology in Education, Special Education

Midwestern Centre
Victoria School
25 Joseph Street
Kitchener, Ontario N2G 1H9
Telephone: 519-579-0780
Curriculum, Educational Administration, History and Philosophy of Education, Special Education

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
Applied Psychology, Curriculum, Educational Administration, Sociology in Education

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611
Adult Education, Applied Psychology, Curriculum, History and Philosophy of Education, Sociology in Education, Special Education

Northwestern Centre
Lakeview High School
285 Gibson Avenue
Thunder Bay, Ontario P7A 2J6
Telephone: 807-344-5764
(No course offerings at this time)

Ottawa Valley Centre
60 Tiverton Drive
Ottawa, Ontario K2E 6L8
Telephone: 613-224-0561
(No course offerings at this time)

Trent Valley Centre
Box 719
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
Curriculum, Educational Administration, Sociology in Education

Western Ontario Centre
St. Martin School
140 Duchess Avenue
London, Ontario N6C 1N9
Telephone: 519-433-2631
(No course offerings at this time)

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the academic programs of departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program (usually for the M.A., Ph.D., or Ed.D.). Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in education in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange, Curriculum Inquiry, Orbit*) or in other publications.

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* the internal review of project proposals; *(b)* negotiation of contracts and grants, and administration of externally funded projects; *(c)* provision of information services, consultation related to external funding, and assistance with project design; and *(d)* administrative responsibility for five internal research and development centres: the Franco-Ontarian Centre, the Educational Evaluation Centre, the Modern Language Centre, the Centre for Applied Cognitive Sciences, and the Centre for Women's Studies in Education.

Students may participate, where appropriate, in both internally and externally funded projects.

INTERNAL R & D CENTRES

The following is a list of the five internal R & D centres in OISE. The departments listed after each centre are currently offering graduate studies programs that are congruent with the research and development work of centre faculty, who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre

Head: Merrill Swain
10th floor, OISE (Curriculum)

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum and materials development, second-language teaching and learning, and communicative language test development. A resource library is organized within the Centre for second-language pedagogy and dissemination and consultative services on language teaching and related research.

Educational Evaluation Centre

Head: Leslie D. McLean
11th floor, OISE (MECA)

The research and development program of the EEC is currently concentrated on work related to the Ontario Assessment Instrument Pool field trials, and on the work of a comprehensive evaluation of student achievement in mathematics for the International Association for the Evaluation of Educational Achievement (IEA). The EEC maintains a resource library on evaluation topics, provides advice on problems of program and student evaluation, and issues newsletters of interest to school personnel in the area of evaluation.

Franco-Ontarian Centre
Head: Normand Frenette
6th floor, OISE (Curriculum)
The FOC is conducting research into the specific needs and abilities of the French-speaking students of Ontario. Current projects focus on linguistic variation in minority contexts and on the development of communicative competency tests and learning materials, as well as language policy studies. In addition, the FOC provides direct services to schools and boards.

Centre for Applied Cognitive Science
Head: David Brison
9th floor, OISE (Applied Psychology, MECA, Special Education)
Through a number of formal research and development projects the CACS is working in the areas of research on student cognitive processing and the development of instructional processes and materials which draw upon modern computer technology. The Centre holds a seminar series and produces occasional papers for researchers and practising educators. There is a focus in graduate studies available in applied cognitive science (see section "Interdisciplinary Focuses in Graduate Studies").

Centre for Women's Studies in Education
Head: Alison Prentice
8th floor, OISE (History and Philosophy of Education), and 6th floor (Sociology in Education)
The Centre conducts, promotes, and disseminates research in women's studies. Three projects currently participate in this work: the Women's Educational Resources Centre (on the 6th floor), the periodical *Resources for Feminist Research*, and the Canadian Women's History Project (both on the 8th floor). Students may participate in all three projects as graduate assistants or as volunteers. CWSE also welcomes visiting scholars who are working in women's studies and consults with educators outside the Institute in this and related areas.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

EXAMINATIONS AND GRADES

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and − to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A−, B+, B, B−, or FZ.

The School of Graduate Studies

defines the following non-grade course reports which may appear on transcripts:

INC: Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR: In progress: a report assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA: No grade available (to replace NR: Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee* upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. Any SDF still outstanding after that deadline (or a new one established by the departmental review committee) will be changed to a failing grade. It carries no credit for the course and is not considered for averaging purposes.

WDR: Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Grading Procedures

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made

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*At OISE, this is the Degrees and Appeals Subcommittee. A report concerning the extraordinary circumstances must be attached to the instructor's marks list.

avaliable to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see page 34).

Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first term courses and courses running all year and January 28 for second term courses. November 12 is the last day to withdraw without academic penalty for first term courses and February 25 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will be determined by the instructor.

First Term: First term grades for full and half-courses are due by January 21. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Second Term: Second term grades for full and half-courses and grades for full or half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.

Summer Session: Summer Session course grades are due by September 30. January 21 is the final date for SDF designations to be replaced by a grade or an FZ.

Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See page 34.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students toward the end of May. Summer Session grades will be mailed toward the end of October.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $3.00 is charged and 75 cents for each additional copy, if ordered at the same time. (At least one week should be allowed for processing purposes.) Regular Session grades are not issued until mid-February for first term courses and toward the end of May for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October.

FEES

Fees are subject to change by the Governing Council of the University of Toronto. Payment must be by certified cheque or money order, in Canadian funds, made out to the University of Toronto. Fees, accompanied by a fees invoice, should be sent to the Fees Department, 215 Huron St., Toronto, Ontario M5S 1A1.

Fees are formulated on the basis of the length of program and are known as the "program fee." In addition, students who have paid the required program fee and completed residence (where applicable) but have not completed other requirements for the degree must register annually and pay a fee known as the "post-program fee." The following sections provide further information.

PROGRAM FEE

There are minimum degree costs according to the length of program as defined in the letter of admission. Fees are assessed on this basis and charged according to whether students are registered on a full- or part-time basis. Courses undertaken at another university and credited to a degree program here will not reduce the fees required. Where students have not paid the minimum program fee, additional fees will be charged at the time of graduation. If a student has paid more than the program fee, because of the time taken to complete the degree requirements, there will be no refund of fees.

Fees are calculated on the basis of a 1 year full program fee. In the 1983/84 academic year this fee was $1134 for Canadian citizens and permanent residents (Visa Students: low fee $2615; high fee $5775). The 1984/85 Schedule of Fees will be published in June 1984. The calculation of fees applicable to each program is as shown below:

M.Ed. Degree Candidates

The eight half-course minimum program fee is equivalent to a 1 year full program fee (plus incidental fees). The ten half-course minimum program fee is equivalent to a 1.3 year full program fee (plus incidental fees). The M.Ed. program in Applied Psychology with specialization in Counselling (Option 2) has required residence. The minimum program fee is equivalent to a 1 year full program fee (plus incidental fees) for each year of required residence. M.Ed. candidates who have undertaken all course requirements for the degree but who have not completed these requirements within the academic calendar year of enrolment in the final course(s) must re-register in the year in which they receive their degree and pay the post-program fee. (See below.)

Ed.D. Degree Candidates
Fees will be assessed according to the pattern of registration. However, a 1 year full program fee (plus incidental fees) must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

M.A. Degree Candidates
The minimum program fee for either a six or eight half-course program is equivalent to a 1 year full program fee (plus incidental fees). The ten half-course minimum program fee is equivalent to a 1.5 year full program fee (plus incidental fees). The twelve half-course minimum program fee is equivalent to a 2 year full program fee (plus incidental fees). Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met. (See below.)

Ph.D. Degree Candidates
The minimum program fee is equivalent to a 1 year full program fee (plus incidental fees) for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

Special Students
Full-time Special Students (see page 13) pay the full academic fee per annum (plus incidental fees) which is equivalent to a 1 year full program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1983/84 academic year the fee for a half-course was $170 (Visa Students: low fee $392; high fee $866).

POST-PROGRAM (RE-REGISTRATION) FEE: M.A., ED.D., AND PH.D. CANDIDATES

M.A. (where applicable), Ed.D., and Ph.D. candidates who have completed the required residence and who have paid the required minimum program fee, but who have not completed other requirements for the degree, must re-register each year. If they do not, the degree candidacy may lapse. In the 1983/84 academic year, the post-program fee was $454 (Visa Students: low fee $1046; high fee $2310) plus any applicable incidental fees.

M.A. candidates in programs not requiring residence who have paid the required minimum program fee must pay the post-program fee as above.

POST-PROGRAM (RE-REGISTRATION) FEE: M.ED. CANDIDATES

M.Ed. candidates who have undertaken all the course requirements for the degree but have not completed these requirements within the academic calendar year of enrolment in the final course(s) must re-register in the year in which they receive the degree. In the 1983/84 academic year the re-registration or post-program fee for a full year was $454 (Visa Students: low fee $1046; high fee $2310) plus incidental fees.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by October 1 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for admission to the M.A. degree before January 22, he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by January 22, the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

INACTIVE PH.D. STUDENTS

Ph.D. candidates who have completed at least one year of residence in their Ph.D. program and who have been granted permission to interrupt the years of required full-time residence must register and pay a holding registration fee. In the 1983/84 academic year the fee was $454 (Visa Students: low fee $1046; high fee $2310). Candidates who fail to pay the inactive fee will not be permitted to register until the holding registration fee has been paid. Inactive status is normally only considered for a one-year period and must be recommended by the OISE department through the Office of Graduate Studies and approved by the School of Graduate Studies.

FOREIGN STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents (landed immigrants) will be charged one of the two higher fees unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.) Students who commenced programs on or before June 1, 1982, pay the lower visa fee. Students commencing programs after that date pay the higher visa fee.

All prospective foreign students will be required to have a visa, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a visa for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for a twelve-month period is $7800 plus tuition fees.)

CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full University housing dues, library fines, bookstore debts, or health service charges. The Graduate Department of Education will be in communication with all M.Ed. students at some point after the final courses have been undertaken regarding a balance degree fee if applicable and the student's eligibility to graduate.

SUMMER SESSION STUDENTS

Degree students remaining in the same degree program do not pay Summer Session fees if they have already paid the whole part-time or full-time fee in the preceding Regular Session. Degree students commencing their programs in the Summer Session must pay Summer Session fees. In the 1983/84 academic year the fee was $170 (Visa Students: low fee $392; high fee $866) plus incidental fees. These fees will not be deducted from the total program fee in September.

LATE PAYMENT FEE

A late payment fee of $10 plus $1 per day to a maximum of $20 will be assessed against any student registered in the Regular Session and/or the Summer Session whose fees are not received at the Fees Department by the dates to be announced in the registration material which will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July 1984. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge calculated from September 15 and first assessed on October 15. In the 1983/84 academic year the service charge was 1.5% pe month compounded (18% per annum).

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a wr ten notice of withdrawal in the Offic of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further infor mation telephone 978-4911.

STUDENT FINANCIAL AWARDS

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a wo requirement involving educational research. Academic ability, previou experience related to the work of a graduate assistant, and financial nee are the criteria used to determine which students are offered an assistantship. From September 1983 to April 1984 a Graduate Assistantship carried a maximum value of $6550 (excluding 4% vacation pay) and a minimum value of $2245 (excluding 4% vacation pay). The value of the Assistantship is determined each yea Please note that the majority of students receiving Assistantships are *n* funded at the maximum level.

It is important to note that an OIS Graduate Assistantship is for the specified amount and *does not cover payment of fees.* Payment of fees is the responsibility of the student, wh should be in a financial position to f fil this obligation at the beginning o

academic year.
aduate Assistants at OISE are
esented by the Canadian Union of
cational Workers, Local 7 (located
he 10th floor, Suite 202, ext. 568).
r further information and applica-
forms, write to:

dmissions
ffice of Graduate Studies, OISE
52 Bloor St. W.
oronto, Ontario M5S 1V6

pleted applications must be sub-
ed before February 1, 1984.

SCHOLARSHIPS

OISE Scholarships are awarded on
basis of academic merit. Can-
tes are nominated by each of the
E departments within the
duate Department of Education
must be new applicants who will
egistered as full-time students in
of the four degree programs in
Graduate Department of Educa-

holarships for the 1983/84
emic year were offered in the
unt of $6000 over a twelve-month
od. It is anticipated that OISE
larships will have at least the
e value in the 1984/85 academic
. Scholarships, subject to satisfac-
performance, are ordinarily
wable for the length of required
emic residence in the degree
ram.
holarship recipients cannot concur-
ly hold other major scholarships or
ISE Graduate Assistantship.
is important to note that an OISE
larship is for the specified amount
does not cover payment of fees.

HETTY C. CHU MEMORIAL FUND

Hetty C. Chu Memorial Fund was
blished in honor of Hetty Chu, an
E alumna, by her family. The pur-
of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. An individual may be considered for and awarded the Fellowship for more than one academic year.

At the time of application, a candidate must be:

(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;

(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;

(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and

(d) in need of financial assistance.

Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to the educational or related field must be submitted by this date along with an outline of the applicant's financial position.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar.

The purpose of the scholarship is to assist those persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full- and part-time students, but where all else is equal they shall be given to part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay. Application forms are available in November from the Office of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Canada M5S 1V6, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation, including transcripts, teacher certification, reference letters, résumé, and an outline of the applicant's financial position must be submitted by this date. The thesis is available from both the OISE Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar in the Office of Graduate Studies by March 1.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of highly qualified continuing students will be selected by the Graduate Department of Education for recommendation to the School of Graduate Studies for the university-wide competition for University of Toronto Open Fellowships.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $2195 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and for landed immigrants or permanent residents who, by November 1, 1983, have resided in Canada as permanent residents for at least twelve consecutive months. Preference is given to Ontario residents.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students: the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4.

The deadline for submitting applications for 1984/85 was late October 1983.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences

and Humanities Research Council of Canada are available to graduate students who were Canadian citizens or landed immigrants as of November 18, 1982, attending any Canadian university. Among these are doctoral fellowships of up to $11 340.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.

(b) For renewal of doctoral fellowships: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is January 15 for the following academic year.

(c) For prospective full-time students: the Fellowships Division as in item *(b)* above. Closing date is usually November 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7500

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $7500 each for advanced graduate study in education. The first, the Ruby Kinkead Fellowship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Fellowship, is for doctoral study in education at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

In addition, a scholarship of $5000 is available for postgraduate studies in Women's Studies. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $7000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15 000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Bursary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is January 31, 1984 (midnight postmark). All supporting documents, including transcripts and other relevant materials, must be submitted by February 15, 1984.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totalling $22 000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIP – $2000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

Please Note: Notices are posted in the OISE Library and in the Office of Graduate Studies pertaining to awards other than those listed here.

EMERGENCY STUDENT LOANS

Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Dr. Susan Padro in the Office of Graduate Studies, OISE, for more information.

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 540 000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 4250 serial titles are available. There are complete holdings of such document series as ERIC and ONTERIS on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

New information sources, such as documents and catalogues on microfiche, and new on-line information services are frequently acquired. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Inter-library loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation is provided.

The Audiovisual Library has a varied, extensive collection of films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked for preview as well as class use.

Some holdings do not appear in the main catalogue. The collection of Ontario textbooks of the nineteenth and twentieth centuries is listed in a microfiche catalogue. There is a list of holdings for the Paulo Freire Resource Collection.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the Jackson Library collection and services is available on the second floor. Special orientation tours/seminars for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has a microfiche catalogue indicating central University of Toronto Library holdings and those of some campus libraries.

AUDIOVISUAL EQUIPMENT

OISE's Media Services department offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information or assistance visit Media Services on the fourth floor.

COMPUTER SERVICES

A wide range of facilities is available to staff and students to meet their computing needs.

The Computing Services Group operates two linked VAX-11/750 computers. One is designated for statistical applications, and an extensive library is available of statistical programming systems, such as SPSS; the other is designated for text processing and is used extensively by students writing dissertations. More than sixty interactive terminals are located throughout the Institute and can access either computer.

For purposes of instruction, demonstration, and research, a microcomputer laboratory is maintained with a representative array of personal computers. As well, many departments maintain their own microcomputers and word processors, which may be connected with the central computers.

Informal instruction in the elements of computing, including the use of statistical packages, programming, text editing and text formatting, and microcomputers, is offered.

The Ontario Educational Data Archive provides a bank of small data sets used in instruction as well as some major data sets which are available for secondary analyses.

Consultation on research design and data analysis are available from the Computing Services Group and the MECA Consulting Service. Custom programming, preparation, and analysis of research data are available on a chargeback basis.

A Honeywell Series 60 (level 6) minicomputer is used by the Individualization Project for research and development in computer-based learning.

PUBLICATION DIVISION

The Publication Division provides production coordination, editing, design, typesetting, copying, and mailing services to the Institute on a chargeback basis.

It also provides these services to the OISE Press, which publishes a wide range of materials for the education sector. The Press's publications are distributed through Publications Sales, on the second floor.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W. (fourth floor) provides career planning and employment-related services to students and recent graduates on an individual or group basis. Appointments with a career counsellor can be made by telephoning 978-8590. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing graduate degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $3000. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is made to have information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the office indicated in parentheses. An asterisk indicates that places are available in the summer only; a dagger, that places are available in the Regular Session only.

Men

Devonshire House* (Dean of Men)
3 Devonshire Place. 978-2515

Wycliffe College (Dean of Residence)
5 Hoskin Ave. 979-2870

St. Michael's College* (Mr.
L. Campbell)
81 St. Mary St. 926-7131

Women

Loretto College* (Dean of Women)
70 St. Mary St. 925-2833

St. Joseph's College* (Sister
Claudette)
90 Wellesley St. W. 924-2121

Men/Women

Knox College † (Bursar)
59 St. George St. 978-4502

New College* (Dean of Women)
40 Willcocks St. 978-8875

New College* (Dean of Men)
21 Classic Ave. 978-2464

Massey College (Bursar)
4 Devonshire Place. 978-2892

St. George Graduate Residence
(Secretary)
321 Bloor St. W. 978-4885

Tartu College
310 Bloor St. W. 925-9405

Trinity College* (Bursar)
6 Hoskin Ave. 978-2523

Whitney Hall*
79 St. George St. 978-2531

Married Students' Accommodation

Married Student Apts.
30 & 35 Charles St. W.
(Admission Officer, University Housing Service, 49 St. George St.)
978-2672

Campus Co-operative Residence, Inc.
395 Huron Street. 979-2161

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during spring elections.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students. Psychiatric consultation is also available to students through the Service's Psychiatric Division, 2 Bancroft Ave.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The applicant should attach a copy of his/her student authorization to the application form.

Students from other Canadian provinces should make sure their own provincial plan will cover them while they are attending university here. If they do not have this coverage, they should apply for OHIP as soon as possible.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre providing daycare primarily for the OISE community. The centre is licensed by the Ontario Government, and provides care for a maximum of 25 children ranging in age from two and a half to five years. Subsidy is available through Metro Toronto Social Services, for those who qualify. Kidspace is located on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 923-6641, ext. 263.

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute.

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The

Association promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute. The GSA initiates and sponsors cultural and social events of interest to OISE students.

The GSA is an affiliate body of the Graduate Students' Union of the University of Toronto.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsperson, as well as Hart House, the Career Counselling and Placement Centre, Health Services, and the International Student Centre described above. The GSA Office is located on the 10th floor, Suite 200.

INTERNATIONAL STUDENTS' ASSOCIATION (ISA)

The ISA is an affiliate body of the GSA. It looks into the specific needs of the international students. The ISA is represented on the GSA General Council. Please feel free to call (ext. 728) or drop by at the Association's office, 10th floor, Suite 200.

General Requirements for Degrees

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto.

The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the quality and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE.

The student appeals process consists of four levels: the first level involves dialogue with the immediate source of the disagreement (typically within the department). If the appellant is not satisfied, a formal appeal can be made to the appropriate department or unit. If the appellant is still not satisfied, a formal appeal can be made to the Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) after consultation with the Executive Head of Graduate Studies, OISE. If a satisfactory resolution at this level cannot be found, further appeals may be made, within six months, through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies. Should the problem still not be resolved, a final appeal may be taken by the student to the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures.

Further information on the appeals procedures is available from the Office of Graduate Studies, OISE (ext. 650), or from a department chairperson. See also the School of Graduate Studies Calendar 1983/84. At any stage, students have the right to appeal to the Office of the University of Toronto Ombudsman, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the OISE department with which they are primarily identified. Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term. Summer Session courses will have S for half-courses and B for full courses after the course number. The first two digits designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms.

Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by the dates of Fall registration for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. (Normally "equivalent degree" means a minimum of fifteen courses in liberal arts and sciences. Where the number of liberal arts/sciences courses is in doubt, cases are considered individually by departments in terms of academic content of courses, grade averages, and significant professional accomplishment.) An applicant whose undergraduate degree has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the B.A. degree and undertaken at a recognized university must be completed with mid-B standing also. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant may be considered for admission with less than mid-B standing. Such applicants must provide evidence of academic ability and intellectual achievement and contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.

(b) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching (but has had relevant experience) may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(c) At least one year of successful professional experience in education.

(d) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While a student may change the home department en route to the degree, such changes may result in a lengthened program.

The general requirements for the M.Ed. in the Graduate Department of Education are as follows:

(a) Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be taken in the student's OISE department except as otherwise stated in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the eight half-courses.

(b) The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required (except in Applied Psychology, Counselling Option 2). The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed

in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enrol for no more than two half-courses in a Regular Session. (See page 14.)

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

(d) Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another completed degree and were taken within six years prior to the time of M.Ed. graduation. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

(e) Courses taken at another university and credited to a degree program here will not reduce the fees required.

(f) A candidate who has completed the attendance requirements for the final course in the M.Ed. program but has not completed the course requirements within the same university calendar year must re-register and pay any required post-program fee.

See note on page 39 regarding choice of master's program.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments described in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight (or ten) half-courses. All courses taken in a degree program must be approved by the faculty advisor.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from the home department. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies," next section.)

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education those with certain four-year undergraduate backgrounds such as Computer Science or Psychology may be considered for one-year programs.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (Normally "equivalent degree" means a minimum of fifteen courses in liberal arts and sciences with four years' specialization in the area of proposed graduate study. Where the number of liberal arts/sciences courses is in doubt, cases are considered individually by departments in terms of academic content of courses, grade averages, and significant professional accomplishment.) An applicant whose undergraduate degree has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. In exceptional circumstances an applicant may be considered for admission with less than mid-B standing. Such applicants must provide evidence of intellectual ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

(c) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) At least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

(b) Students admitted to an extended M.A. program (one and two-thirds years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their proposal reviewed by an Ethical Review Committee at OISE.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School Psychology), Curriculum, Higher Education, and Measurement, Evaluation, and Computer Applications. Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) All requirements for the one-year M.A. degree must be completed satisfactorily within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree must be completed satisfactorily within five years of the date of registration in the session in which the first of the last six half-courses in the degree program is taken.

(g) Applicants who have credit for graduate courses at another university, beyond that which is required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; M.A. candidacy and M.Ed. candidacy are not interchangeable. Only in exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with high standing, in the field of specialization proposed at the doctoral level. (Further documentation may be required to establish equivalence.)

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See page 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term _ September through December _ followed by the Spring term _ January through April _ in the same session, or the Spring term in one session followed by the Fall term in the next session).

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise,

prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program. Typically, the Regular Session full-time course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses. It should be noted that an eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(d) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(e) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

See note on page 43 regarding choice of doctoral program.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires two years of study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with high standing, for admission to the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. A candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, pages 21 to 23.) The intention of permitting dual registration is to allow the student who cannot convocate in the Fall, because of only minor technicalities on the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Dual registration is not intended for candidates who have a major portion of their thesis to complete. Under no circumstances will a candidate be permitted to continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework may be required. Since the M.Ed. degree does not include a thesis, a research project, known as the Qualifying Research Paper (QRP), must be completed before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(d) See pages 11 to 13 for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. All courses undertaken in a degree program must be approved by the faculty advisor. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for one year only. An inactive fee for the year of interruption will be charged. (See page 23.) Reinstatement cannot take place until this payment has been made. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted inactive status does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A major subject (normally four half-courses or equivalent) in the student's home department.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which may be taken in another graduate department of the University of Toronto. At the time of outlining the course program, a subject title must be provided if a minor is composed of two half-courses from different departments.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Graduate Department of Education as early as possible in the first year of study beyond the M.A. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 6. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis committee by April 1 of their final year of required residence. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis procedures. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE.

(e) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six calendar years of first enrolment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

Note: Since there are two doctoral programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; Ph.D. candidacy and Ed.D. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two doctoral degree programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the applicant has been conditionally accepted by the OISE department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence, the purpose of which is to encourage students to gain insight and intellectual stimulation from the university environment. To fulfil the residence requirement a student must be in full-time attendance for the time specified as the period of residence, and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item *(e)* under Master of Arts, program of study, above for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session. Summer Session cannot count for residence credit.

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page 1).

DEFINITION OF FULL-TIME ATTENDANCE

Students in full-time attendance must limit their total employment to an average of ten hours a week per term and must be geographically able to visit the campus regularly. A student may be in full-time attendance, by personal choice, without being in required residence. Required residence, on the other hand, implies full-time attendance.

GENERAL NOTES

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadline for application for admission to courses for continuing students, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

The courses of instruction offered through the various OISE departments are described on the following pages. Faculty members listed are as of January 1, 1984.

All students should consult the most up-to-date schedule of courses, since some departments cannot at the time of publication indicate the session in which the course is offered, and others may be forced because of scheduling difficulties to make changes.

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines).

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. It will be necessary to check with the course schedule or the department concerned.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE includes both research and development related to applied problems. The research and development programs are coordinated through the Centre for Applied Cognitive Science. Put simply, Applied Cognitive Science is an attempt to exploit knowledge of information-processing systems and of human cognitive functioning in the understanding and improvement of educational activities. Applied Cognitive Science is concerned not with such general problems as problem-solving, speaking, and so on, but rather with such school-related problems as the structure of basic skills underlying oral and written language and numeracy as well as the cognitive processes underlying thinking and learning in such content or subject-matter areas as science, social studies, and the like. The term cognitive is not intended to restrict the field to intellectual concerns but to include cognitive approaches to emotional, motivational, and social behavior.

Faculty from four departments are members of the Centre for Applied Cognitive Science. Students can pursue the interdisciplinary focus from any of these departments: Applied Psychology (Carl Bereiter, David Brison, Robbie Case, David Olson, Sandra Palef); Curriculum (Floyd Robinson); MECA (William Olivier, Graham Scott); Special Education (Peter Lindsay). Students will be advised by faculty from their home departments.

Courses available to students wanting to develop a focus in Applied Cognitive Science are: 1206, Seminar: Learning and Cognitive Processes in Education; 1233, 1234, Psychological Analyses of Educational Issues; 1237, Intellectual Development and Instructional Design; 1304, Curriculum Specialization; 1306, Programming and Implementing Complex Curricular Objectives; 1505, Instructional Programming; 3200, Research Seminar on the Cognitive Processes in Education; 3209, Psycholinguistics: Language, Thought, and Instruction; 3220, Analysis of Learning Tasks; 3237, Recent Theoretical Advances in Intellectual Development; 3535, Simulation Models of Cognition and Learning (not offered in 1984/85).

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403 and 1404, History of Education in Canada; 1417, Politics in the History of Canadian Education; 1424, Religion, Ideology, and Social Movements in the History of North American Education; 1425, Canadian Working-Class History and Its Relation to the Schools; 1443, Values Education Practicum (not offered in 1984/85); 1449, The Theory of Law and the Teaching of Law in the Schools; 1464, Canada and Underdevelopment (not offered in 1984/85); 1416, Ontario Education (not offered in 1984/85); 1100, Outline of Adult Education; 3101, Major Programs and Issues in Adult Education; 1659, Evaluation of Current Issues in Ontario Education; 1801 and 1802, The Development of Higher Education in Canada; 1805, The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (women); 1427 (native people) (not offered in 1984/85); 1428, 1212, and 1214 (immigrants); and 1380, 3380, 1903, and 3428 (minorities including native Indians).

The following faculty have a major interest in Canadian Studies in Education: James Draper, Dormer Ellis, Betty Macleod, and Alan Thomas (Adult Education); Aaron Wolfgang (Applied Psychology); Garnet McDiarmid (Curriculum); Howard Russell (Curriculum and MECA); and Willard Brehaut, John Eisenberg, Alison Prentice, and Harold Troper (History and Philosophy of Education). Students with an interest in the Franco-Ontarian area should contact the Franco-Ontarian Centre.

COMMUNITY COLLEGE

A variety of OISE departments offer courses which could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, or Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Michael Skolnik and Cicely Watson (Higher Education Group); Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); William Olivier (MECA).

Examples of courses which might be of interest are: 1100, Outline of Adult Education; 3101, Major Programs and Issues in Adult Education; 3125, Continuing Education of Professional Personnel: Principles, Modes, and Problems; 3018, Governing Education: A Seminar on Politics; 1805, The Community College; 1807, Systems of Higher Education: Practicum; 1809, Administration of Colleges and Universities; 1811, Institutional Research and Planning; 1814, Curriculum in Institutions of Higher Education; 1815, Teaching in Institutions of Higher Education; 1816, Conceptions of Learning in Higher Education; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions; 1824, The Planning of Facilities in Higher Education; 1840, Economics of Higher Education; 1841, Public Finance and Higher Education;

1842, Higher Education and the Labor Market; 1505, Instructional Programming; 3902, Educational Systems and Social Change.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in the departments of Adult Education and Sociology in Education. Academic coordination of the focus is in the Department of Adult Education. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the Comparative and World Education cluster area in Sociology in Education, in their respective sections of this Bulletin.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: neo-Marxist ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideology; education and the labor market; teachers as workers; and development of critical teaching materials and strategies.

Students may wish to consider the following courses offered by participating faculty: 1209, Seminar: Social Psychology and Education; 3211, Theories of Cooperative and Community and Educational Development: Social Psychological Perspectives; 3226, Critical Interpretive Methods in Education and Community Psychology; 3228, The Cultural Effects of Information Media on Human Cognition: Educational Dimensions; 1001, The School as a Social Invention; 1455, The Culture of the School; 1456, Alternative Schools (not offered in 1984/85); 1908, Society and Self in the Classroom; 1920, Comparative Socialization, Adolescence, and Education; 1941, Comparative Education: Third World Educational Alternatives; 1948, Sociology of Race and Ethnic Relations; 1950, Marxism and Education I (not offered in 1984/85); 1953, Ideology, Public Opinion, and Policy-Making in Education; 1990, Applied Sociological Field Research in Education; 3927, Issues in Education, Deviance, and Legitimacy (not offered in 1984/85); 3940, Comparative Societies: Economic Change, the State, and Schooling (not offered in 1984/85); 3953, Canadian Political Economy and Education; 3954, Educational and Economic Development in Third World Countries from a Marxist Perspective (not offered in

1984/85); and 3970, Advanced Sociological Theory in Education.

In addition, an informal workgroup seminar will meet regularly on Wednesday morning, 10:00 a.m. to 12:00 noon, to discuss the ongoing work of the group members.

Faculty actively working in this focus are: Edmund Sullivan and Jack Quarter (Applied Psychology); Malcolm Levin (History and Philosophy of Education); Roger Simon (Educational Administration); Philip Corrigan, Madan Handa, David Livingstone, and Gordon West (Sociology in Education).

EARLY CHILDHOOD EDUCATION

As with other focuses, students from many OISE departments may develop an emphasis in early childhood education. However, two departments – namely, Applied Psychology and Curriculum – pay particular attention to this area and encourage students to facilitate their studies in early childhood education.

Focus advisors in the above two departments are Otto Weininger (Applied Psychology) and Ellen Regan (Curriculum).

EDUCATION AND THE CREATIVE ARTS THERAPIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in education and the creative arts therapies. (It should be noted, however, that the study of the creative arts as they are used in the general curriculum of schools is available through the school programs focus of the Department of Curriculum.)

This focus is intended for understanding the creative arts in the general education of all students and as therapeutic tools in diverse educational contexts: for example,

1. for "normal" students and adults, as aids to healthy personality development;
2. for slow learners including those with varying degrees of retardation and/or malfunction in normal school situations, as helping therapies;
3. for physically handicapped students in "special" settings;
4. for those involved in the processes of psychotherapy;
5. for any educator, as aids in the reflexive consideration of the individual's own life and of the social order of the school.

The purpose of this focus is to provide some academic and practical experience for teachers in schools and leaders in a variety of fields. It is intended to provide a clearer understanding of the foundation of creative arts therapies, and to make students aware of the readings, research literature, and philosophy of methodology, and of the place of the creative arts therapies in the general curriculum. It is expected, therefore, that students interested in this focus will be teachers in schools where "special students" are in classrooms with regular students; teachers in schools for "special students"; those with a general interest in the creative arts for normal personality development; counsellors; those who will work in an adjunct capacity to psychotherapists; teachers of adult education and leaders in recreation who will be concerned with human growth and potential and with clients such as the aged or the deprived.

Although faculty members teaching courses within this focus have disparate approaches to the creative arts therapies, they all view these activities as educational tools which assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. An integrated set of courses is being developed by interested faculty members, and the following would be available for consultation: Richard Courtney (Curriculum); Roger Simon (Educational Administration); and Otto Weininger (Applied Psychology).

EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory.

The following courses furnish the basis for students to develop their own topics and research in the area: 3226, 3228, 1436, 3447, 3448, 1928, 1930 (not offered in 1984/85), 1937, 3928, 3932 (not offered in 1984/85), 3934 (not offered in 1984/85), 1001 (see course descriptions in this Bulletin).

The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing individual programs of study: Edmund Sullivan (Applied Psychology); Roger Simon (Educational Administration); Dieter Misgeld (History and Philosophy of Education); and Philip Corrigan, James Heap, Ronald Silvers, and Dorothy Smith (Sociology in Education).

FAMILY STUDIES IN EDUCATION

Staff involved in this area include: Donald Brundage (Adult Education); David Levine and Alison Prentice (History and Philosophy of Education); and Margrit Eichler and Mary O'Brien (Sociology in Education).

Courses of relevance to students interested in this focus include: 1109, Parental Education for Family Living, D. H. Brundage; 1418, The Role of Education in Theories of Women's Emancipation, R. R. Pierson; 1421, The History of Women and Education: I, A. Prentice; 1422, Education and Family Life in the Modern World: I, D. Levine; 1423, Education and Family Life in Nineteenth-Century Canada, D. Levine (not offered in 1984/85); 1426, The History of Women and Education in Canada, A. Prentice; 3423, Education and Family Life in the Modern World: II, D. Levine; 1907, Changes in Families and Policy Consequences for Government and Education, M. Eichler; 1972, Education and the Sociology of Women and Gender Relations, M. Eichler.

It should be noted that this focus in family studies and education is not at present concerned with some of the issues that arise in connection with "family life education." Students who have a professional interest in family studies education in the schools and would like to do work specifically in this area should contact staff in the appropriate department in case a course in this area can be developed.

INSTRUCTIONAL/ EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications (MECA) work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers. The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1500, Computers and Individualized Instruction, I. R. Rubincam; 1501, Computer-Guided Instruction, S. Churchill and W. P. Olivier; 1505, Instructional Programming, W. P. Olivier; 1509, Educational Technology and Productive Design, W. P. Olivier; 1123, Seminar: Educational Applications of the Psychology of Communication, Staff; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions, Staff; 3220, Analysis of Learning Tasks, C. Bereiter; 3222, Analysis of Teaching Strategies, M. Orme; 1305, Techniques for Improving Teaching, B. Kilbourn.

Interested students should contact the focus advisor in their department or W. P. Olivier in MECA.

INTERPRETIVE AND EXISTENTIAL INQUIRIES IN HUMAN STUDIES IN EDUCATION

Various theoretical and practical issues in education may be considered within this focus group. However, the fundamental consideration is that the forms of knowledge addressed and in which action is embedded are those which place social scientists as persons proximate to the persons they study and which give precedence to the reality lived by those who are studied. Members within this focus group begin and sustain their work by giving authority to those being studied and by locating knowledge and truth in the inter-subjective. Therefore, this form of inquiry requires going beyond description and seeks to recover analytically the social meanings behind experience and existence. The commitment behind the issues studied is multidisciplinary and, as represented by the different members of the focus group, draws from existentialism, Marxism, phenomenology, and philosophical anthropology.

Faculty participating in this focus group include: David Abbey and Lynn Davie (Adult Education); Vivian Darroch and John Weiser (Applied Psychology); Roger Simon (Educational Administration); Dieter Misgeld (History and Philosophy of Education); Ronald Silvers and Dorothy Smith (Sociology in Education).

For courses which address the thought within this focus, consult with the faculty listed above.

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, Dwight Boyd, and John Eisenberg (History and Philosophy of Education); Jack Quarter and Edmund Sullivan (Applied Psychology). In addition, many members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: Hervé Boudreault (Ottawa); John Davis (Executive Head, Field Services and Extension); Peter Evans (Ottawa); Jack Miller (St. Catharines); Floyd Robinson (North Bay); and John Ross (Peterborough). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1209, Seminar: Social Psychology and Education, J. Quarter; 3203, Psychological Dimensions of Social Ethics, E. V. Sullivan; 3211, Theories of Cooperative and Community and Educational Development: Social Psychological Perspectives, J. Quarter; 1438, Ethical Issues in Education, C. M. Beck; 1441, Moral Education, D. Boyd; 1443, Values Education Practicum, J. A. Eisenberg (not offered in 1984/85); and 3441 and 3443, Research Seminar in Moral Education: Part I and II, D. Boyd.

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 3116, Adult Education in Cross-Cultural Contexts, J. A. Draper; 1212, Psychological Aspects of Counselling and Teaching New Canadians, A. Wolfgang; 1214, Research Seminar in Multicultural Studies, A. Wolfgang; 1317, Theory of Second-Language Teaching; and 1336, Second-Language Learning, Staff; 1337, Bilingual Education and Bilingualism, M. Swain and J. Cummins; 1380, Minority Groups and Cultural Determinants of the Curriculum: A Colloquium, G. L. McDiarmid; 3380, Research Seminar in the Education of Minority Group Children and Youth, G. L. McDiarmid; 1412, Education and Cultural Controversy (not offered in 1984/85); 1427, The Native People: Education and Socialization in Historical Context (not offered in 1984/85); 1428, Immigrant and Ethnic Concerns in the History of Canadian Education, H. Troper; 3428, Minority Concerns and Education in Canadian History: Selected Topics, H. Troper; 1903, Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education, J. R. Mallea. Keith McLeod (FEUT) may be available for informal student assistance.

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology (R. Breton), History (R. F. Harney), and Linguistics (W. J. Samarin). Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines – e.g., sociology, psychology, history, anthropology.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas include: Clive Beck (History and Philosophy of Education); Donald Brundage (Adult Education); and Edmund Sullivan (Applied Psychology).

Courses of relevance to students interested in this focus include: 1480, Religious Education, 3480, Religious Dimensions of Social Ethics, 1488, Learning Values in Adulthood, and 3481, Developing Religious Perspective, C. M. Beck; 3446, Metaphysics and Human Traditions in Education, Staff (not offered in 1985/85). Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Paula Caplan, Mary Guttman, and Jeri Wine (Applied Psychology); Dwight Boyd, Ruth Pierson, and Alison Prentice (History and Philosophy of Education); Margrit Eichler, Mary O'Brien, and Dorothy Smith (Sociology in Education); and Carol Reich (Special Education). The following courses, for example, might form a core for such an interdisciplinary focus: 1418, The Role of Education in Theories of Women's Emancipation; 1421, The History of Women and Education: I; 1422, Education and Family Life in the Modern World: I; 1426, The History of Women and Education in Canada; 1439, Gender and Education: Philosophical Issues; 1972, Education and the Sociology of Women and Gender Relations; 1973, Women and the Educational System; and 3974, Education and Gender Role in Traditional Social Thought (not offered in 1984/85).

Other courses which do not deal directly with women but which are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. See also the Feminist Studies focus description within the Sociology in Education section of this Bulletin.

The following projects housed at the Institute are also potential resources as well as sources of assistantships for students interested in this area: Women's Educational Resources Centre; The Women in Canadian History Project (Department of History and Philosophy of Education); *Resources for Feminist Research*; and GROW _ Group for Research on Women (an OISE interdepartmental research group).

Adult Education

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor, and Chairperson of the Department
(adult learning; community education; community development; computer applications; small-group dynamics)

Admission inquiries should be directed to the Chairperson.

Graduate Studies Academic Secretary:
DIANA J. IRONSIDE, *M.A. (Syracuse)*
Associate Professor
(experiential and self-directed learning; program planning; counselling and life planning for learners; information and counselling services; women's access to learning; developing human resources)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor, cross-appointed to Applied Psychology
(evaluation; communication; counselling supervision)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor
(education for family living; research and development related to the family; and adult learning)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; and evaluation of reform projects)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography for educators; population and economic development as determinants of education; economics of aging)

KATHLEEN ROCKHILL, *Ph.D. (California at Berkeley)*
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor
(the management of learning in

society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Professor
(intentional changes; learning projects; potential futures; human goals)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; manpower and education system planning; education in Africa, Asia, and Latin America; Inuit (Eskimo) and Indian education in Canada; formal and non-formal education; the role of international agencies in educational development)

RESEARCH STAFF:
REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as teaching, planning, counselling, administration, and research in educational or training programs for adults.

Each student is responsible for working out, in consultation with an assigned faculty advisor, a program of specialized study that meets the student's needs and interests. Students may include in their programs courses offered by other OISE and University of Toronto graduate departments.

A résumé must be submitted with the application form for all programs. It must provide clear and complete information about: the student's past experience as an educator of adults; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and future career goals.

Further information about any of the programs can be obtained from the Department of Adult Education.

SPECIALIZATION IN DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources is rapidly emerging as a recognized field of specialization within adult education. This specialization is designed to examine learning concepts in organization development, consultation, planned change, community development, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

The DHR fee is $250, in addition to the regular course fees. Part of this fee is used to provide an entrance colloquium for all new DHR students. At the colloquium – usually a residential weekend – students meet other DHR students and form a peer learning group which will become a major resource for their learning and planning in this specialization.

The DHR Advisory Committee, comprising members from major Canadian institutions and private industries as well as current student representatives, guides this specialization.

The DHR specialization is taken in the context of an Adult Education program – a program which leads to the degree of M.Ed., M.A., Ed.D., or Ph.D. (Under special circumstances, a candidate can be accepted in the Certificate program.)

Students may pursue the specialization on a full- or part-time basis, but must fulfil residence requirements in the particular degree program being undertaken.

OISE students, with the approval of their faculty advisor and the Office of Graduate Studies, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in their program, but must commence their program with OISE courses.

Application forms and further information may be obtained from the Coordinator of DHR, Department of Adult Education.

COMMUNITY DEVELOPMENT

The Community Development focus is designed primarily for practitioners responsible for programs in community settings where learning is an essential component of developmental programs designed to further community goals. Community development learning is a part of a larger goal of social action. The Community Development focus is on program planning structures, interpersonal communication, social and political structures, and the evaluation of community educational programs. These courses are related to the special programs in community psychology offered by the Department of Applied Psychology.

The Community Development focus may be included in M.Ed., M.A., Ed.D., or Ph.D. programs. While many of the courses offered in Adult Education may be included with course projects directed toward community development application, the following courses are particularly recommended: 1101, Program Planning in Adult Education; 1105, Community Education and Development; 1106, Small-Group Experience and Theory; 1122, Practicum in Adult Education; and 1136, Political Economy of Adult Education. In addition to these courses, it is recommended that a program include the core course in Applied Psychology which delineates essential issues in community psychology. Further courses in community psychology may be taken to form a minor for the two doctoral programs. The complete program should be arranged in consultation with a faculty advisor. Further information may be obtained from Lynn Davie, James Draper, or Kathleen Rockhill.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to foreign students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this focus are in the departments of Adult Education and Sociology in Education. Responsibility for academic coordination of the focus is within Adult Education. Faculty actively working in this focus are: James Draper, Joseph Farrell, Alan Thomas, and David Wilson (Adult Education) and Madan Handa, David Livingstone, and John Mallea (Sociology in Education).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education or Sociology in Education, noting this focus as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Focus Coordinator.

The following courses are available within this focus. Those identified as "core" are courses in which all students seriously interested in the focus are advised to enrol. The remaining courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

Core Courses

Masters Level: 1139, Introduction to Comparative, International, and Development Education; 1127, Education and Social Development; 1128, Comparative Education: The Development of Third World Educational Systems; 1114, Comparative Studies in Adult Education; 1941, Comparative Education: Third World Alternatives.

Doctoral Level: 3940, Comparative Societies: Economic Change, the State, and Schooling; 3144, Methodologies for Comparing Educational Systems.

Specialization Courses

Masters Level: 1105, Community Education and Development; 1125, Adult Basic Education; 1138, Social Foundations of Adult Learning; 1806, Systems of Higher Education.

Doctoral Level: 3108, Controversial Issues in Development Education; 3116, Adult Education in Cross-Cultural Contexts; 3101, Major Programs and Issues in Adult Education; 3903, Multiracial and Multicultural Education in Comparative Perspective; 3930, Innovations in Education: A Comparative Analysis; 3954, Education and Economic Development in Third World Countries from a Marxist Perspective (not offered in 1984/85); 3806, Case Studies in Comparative Higher Education.

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. A selected number of candidates may specialize in adult counselling; this specialization requires students to take four additional half-courses. The Developing Human Resources specialization requires two additional half-courses. Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE. The deadline for receipt of applications is February 1, 1984.

Fees for the Certificate program are those specified in the Fees section of this Bulletin, page 22, for the appropriate category of Special Student. Incidental fees are not required.

Inquiries are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. (See pages 35 to 37 for general requirements.) However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least four half-courses in Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

This program is for students interested in the two fields of adult education and counselling. It is sponsored jointly by the departments of Applied Psychology and Adult Education. (Note that it is a specific program, not to be confused with the M.Ed. in Adult Education.) Application may be made to either department for admission. The choice of which department to apply to should be based on the educational background, work experiences, and future goals of each applicant. In general, applicants who have a good background in psychology and who anticipate enrolling in psychology courses beyond the minimum of four half-courses, and/or are considering further studies in psychology, should apply to the Department of Applied Psychology. Applicants with a background in adult education should apply to the Department of Adult Education.

The program consists of ten half-courses, at least three of which must be in the Department of Adult Education. Students who have completed one year of professional education for teaching or the equivalent are required to take only eight half-courses.

The following are required courses in this program: 1202F,S,H, Theories and Techniques of Counselling; 1121H, Practicum in Adult Counselling; and 1203Y, Practicum in Counselling. It is strongly suggested that 1202F,S,H be taken prior to the year in which 1121H and 1203Y are taken, although it may be taken concurrently with them. Note that 1121H requires two days per week of supervised counselling experience in a setting dealing primarily with adult clients and that 1203Y, a full course, which must be taken concurrently with 1121H, requires at least a half-day for the entire year.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree program consists of twelve half-courses and a thesis. (See pages 37 to 39 for general requirements.) Occasionally the number of half-courses may be reduced if the student is granted credit for previous university study in adult education. Every program should include at least four half-courses in Adult Education and two half-courses in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 40 to 41.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The program of courses and thesis project should include study in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, four of which shall be taken in the Department of Adult Education (unless an exception is approved by the advisor), and may include three half-courses in field work and practica. The student's program normally includes course 3102H.

Applications for admission to the Ed.D. program must be submitted by February 1, 1984, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 41 to 42.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152F,S,H course in the field of the thesis. One of the two minors required may consist of at least two half-courses in research methodology, where needed to support the proposed research project. The student's program normally includes course 3102H.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(CERTIFICATE AND M.ED. IN ADULT EDUCATION STUDENTS ONLY)*

The department is currently offering some courses off-campus in Ontario. The admission requirements for the M.Ed. degree program and for the Certificate program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1984 Summer Session and 1984/85 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs will be considered.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments which may be relevant to their own program.

1100 F,S,H OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education.

L. E. Davie, J. A. Draper, A. M. Thomas, or staff

1101 F,S,H PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.

L. E. Davie, D. J. Ironside, or staff

1103 F,S,H METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for Ed.D. and Ph.D. students during their residence and for M.A. students during their program. Other students may be included at the discretion of the instructor.

L. E. Davie, M. D. Ellis, or staff

1105 F,S,H COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; discussions on the methods, evaluation, and training relating to community education and development.

J. A. Draper or staff

1106 F,S,H SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.

Staff

1108 F,S,H PERSONAL CHANGE PATHS (Pass/Fail)
An opportunity to (1) survey the wide variety of paths, methods, and areas that adults choose for personal change, and (2) clarify one's own paths and options. Course methods: reading, brief lectures, self-insight exercises, personal class discussion.
D. S. Abbey, A. M. Tough, or staff

1109 F,S,H PARENTAL EDUCATION FOR FAMILY LIVING
An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage or staff

1110 F,S,H BASIC PROCESSES IN FACILITATING ADULT LEARNING
A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will examine basic learning processes and alternative approaches and activities that facilitators can use to aid the development of these processes.

It is strongly suggested that students take 1101F,S,H prior to or concurrently with 1110F,S,H.
V. R. Griffin or staff

1111 F POTENTIAL FUTURES: IMPLICATIONS FOR EDUCATORS
An opportunity to read widely about various possible futures in self-selected areas of particular interest (such as education, science, space, worldviews, quality of life, societal goals, environment, peace). Each person will also reflect on the major implications for his or her goals, values, future career and contributions, and purpose in life.
A. M. Tough or staff

1113 F,S THE MATURATION PROCESS AND ADULT LEARNING
An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
D. H. Brundage or staff

1114 F,S COMPARATIVE STUDIES IN ADULT EDUCATION
An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
J. A. Draper, A. M. Thomas, or staff

1117 F,S CONSULTING SKILLS FOR ADULT EDUCATORS
The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
W. E. Alexander or Staff

1118 F,S GROUP PROBLEM-SOLVING IN ADULT EDUCATION
During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS) – a semi-structured problem-solving process which uses

both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session.
W. E. Alexander or staff

1120 F,S,H FOUNDATIONS OF ADULT COUNSELLING

An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.
D. S. Abbey or staff

1121 H PRACTICUM IN ADULT COUNSELLING

This course is an extension of the practicum taken by students in 1203Y (see course listings, Applied Psychology) and may be taken only by students enrolled in the Adult Education and Counselling program.
D. S. Abbey or staff

1122 F,S PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity, in a field setting, to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available.

Prerequisite: Permission of the instructor.
D. J. Ironside or staff

1123 F,S,H SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics discussed are: educational media, counselling, teaching and learning styles, evaluation of communications. Participants are urged to conduct a research or evaluation project as part of their study.
Staff

1124 F,S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS

This course will examine traditional and innovative approaches to occupational training. Both preservice and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evolution of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson or staff

1125 F,S,H ADULT BASIC EDUCATION

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
J. A. Draper or staff

1126 F,S DEMOGRAPHIC ASPECTS OF ADULT EDUCATION

This course examines changes in population, how they can affect educational need, and how such changes can be measured and projected. Also considered are policies which may modify population trends, particularly population education and family planning programs.
B. B. Macleod or staff (not offered in 1984/85)

1127 F,S EDUCATION AND SOCIAL DEVELOPMENT

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell or staff

1128 F,S COMPARATIVE EDUCATION: THE DEVELOPMENT OF THIRD WORLD EDUCATIONAL SYSTEMS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson or staff

1129 F,S ECONOMIC–DEMOGRAPHIC DEVELOPMENT: IMPLICATIONS FOR ADULT EDUCATION

This course surveys economic development and population change in various parts of the world in relation to the level of educational attainment and goals for education.
B. B. Macleod or staff

1131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

1132 F EVALUATION, THE ARTS, AN EDUCATION

A course combining extensive readin with practical testing of evaluation methods in the area of the arts.

Topics which may be investigated include: museum and art gallery courses for adults; the use of theatre in community development; dance, film, and television as art forms in adult learning. Material from both formal and non-formal educational opportunities will be utilized, and students will be encouraged to conduct an evaluation project as part of their study.
D. S. Abbey or staff (not offered in 1984/85)

1134 F,S SELF-GUIDED LEARNING AND CHANGE

An opportunity to learn about the large portion of intentional learning and change that is self-guided. Each student is free to focus on various aspects, such as how adults plan and manage their own learning/change, their use of human help and other resources, over-control by some helpers, shared responsibility, fresh practices. Course activities can include reading, interviewing, brief lectures, class discussions, exploring innovative help.
A. M. Tough or staff

1135 F,S PRACTICUM IN ORGANIZATION DEVELOPMENT

An opportunity, in the setting of a large organization, to develop professional skills related to some aspect of organization development. Students and instructor identify learning objectives, select field agencies, and design activities to fulfil those objectives.

Prerequisite: Permission of the instructor.
D. J. Ironside or staff

1136 F,S,H POLITICAL ECONOMY OF ADULT EDUCATION

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Freire, and the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
Staff

1137 F,S EVALUATION OF ADULT EDUCATION PROGRAMS

Examination of several evaluation models and their application to programs developed for adult learners. Seminars, simulations, and presentations by the instructor will be used.
D. S. Abbey or staff

1138 F,S,H SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas or staff

1139 F,S,H INTRODUCTION TO COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

This course serves as the basic core course for the Institute's graduate studies focus in comparative, international, and development education. It focusses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to

evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and *M. L. Handa*

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

3101 F,S,H MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
Staff

3102 H THESIS RESEARCH SEMINAR IN ADULT EDUCATION (Pass/Fail)

This seminar will deal with meta research processes providing students with an opportunity to reflect on methodological design strategies as they relate to the thesis mode. Emphasis will be given to in-depth analysis of specialized methodological designs and data collection strategies (e.g., construct validity, new quasi-experimental designs, new statistical techniques, and experimental content-analytic strategies such as the ones currently being designed at OISE and the University of Iowa). Because this course is dealing at the frontiers of the state of the art, lectures will be provided by specialists from different departments within OISE. Support groups will be developed around the thesis process.

Prerequisite: One or more courses in research.
L. E. Davie or staff

3108 F,S CONTROVERSIAL ISSUES IN DEVELOPMENT EDUCATION

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
J. P. Farrell, D. N. Wilson, or staff

3111 F,S THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.

Prerequisite: Permission of the instructor.
Staff

3112 F,S EDUCATIONAL GERONTOLOGY

This seminar will focus on an ex-

amination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include pre-retirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
Staff

3113 F,S,H ECONOMICS OF AGING: INTERACTIONS WITH ADULT EDUCATION

This course outlines the demographic causes of aging of the population, associated economic consequences for individuals and for society, and interactions with adult education. It reviews economic problems such as productivity, dependency, income prospects (including pensions and other sources of financial support), and the responsiveness of the labor force to work opportunities and to training and preparation for employment.
B. B. Macleod or staff

3114 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson or staff

3116 F,S ADULT EDUCATION IN CROSS-CULTURAL CONTEXTS

Discussions relating to the impact of culture on adult learning and teaching styles; effective cross-cultural communication; the sensitivities, knowledge, and skills required for living, working, and undertaking research in cultures other than one's own.
J. A. Draper or staff

3117 F,S,H LEARNING AND THE LAW

Continuing education systems – that is, educational systems available throughout individual lifespans – are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A. M. Thomas

3118 F,S,H SEMINAR: CONTEMPORARY POLICY ISSUES IN CONTINUING EDUCATION IN CANADA

A seminar devoted to examining planning and policy issues associated with the evolution of "continuing education" systems in Canada. Continuing education in this context is meant to include the entire formal and non-formal education system from kindergarten to advanced studies. The seminar will be conducted by three staff members – Farrell, Thomas, and Wilson – with participation from other members of the department and outside the Institute. The initial focus of attention will be on the new Federal programs in manpower development.

Prerequisite: Permission of one of the instructors.
A. M. Thomas, J. P. Farrell, and *D. N. Wilson*

3122Y EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122F,S but at a more advanced level.

Prerequisite: Permission of the instructor.

D. J. Ironside or staff (not offered in 1984/85)

3124F,S ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110F,S,H. Includes construction of new models and frameworks for observing and analysing basic learning processes and practising facilitation in adult learning groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110F,S,H.

V. R. Griffin or staff

3125F,S CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.

K. Rockhill, A. M. Thomas, or staff

3131F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.

Staff

3133Y QUALITATIVE RESEARCH: THEORY AND PRACTICE IN ADULT EDUCATION

Qualitative approaches to research are explored, critiqued, and applied by participants to a research project of their choice. Issues in the application of the social-phenomenological perspective to the study of education by adults are of central concern. A range of perspectives will be considered, including ethnomethodology, symbolic interactionism, ethnography, hermeneutics, critical theory, and the feminist critique. Methodological problems in the conduct of field work, analysis, interpretation, explanation, and presentation are related to theory and practice.

K. Rockhill or staff

3152F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

Applied Psychology

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor, and Graduate Studies Academic Secretary and Chairperson of the Department
(counselling psychology; counsellor education; process and outcome in counselling)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor, and Associate Chairperson of the Department
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor, cross-appointed from Adult Education

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(cognitive processes in composition; development of thinking abilities; instructional psychology)

ANDREW J. BIEMILLER, *Ph.D. (Cornell)*
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

PAULA J. CAPLAN, *Ph.D. (Duke)*
Associate Professor
(sex roles; research methodology; children's learning and attention problems; teacher–student interactions)

ROBBIE CASE, *Ph.D. (Toronto)*
Professor
(developmental, cognitive, and instructional psychology)

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor
(counselling psychology; controlling effects of social stimuli)

VIVIAN DARROCH, *Ph.D. (Alberta)*
Associate Professor
(existential inquiry, phenomenology, and biographical narrative)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counsellor education; educational policy studies; career development and meaning of work; women's studies; marriage and family counselling)

KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; clinical and academic assessment)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; teacher consultation and in-service training; classroom intervention strategies; ethnic identity development)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistics, University of Toronto, and Director of the McLuhan Program in Culture and Technology, University of Toronto

(language development, cognitive development, theory of instruction)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA PALEF, *Ph.D. (Toronto)*
Associate Professor
(cognitive psychology; psychoanalytic theory and therapy)

LARRY E. PASS, *Ph.D. (Alberta)*
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

BERNARD J. SHAPIRO, *Ed.D. (Harvard)*
Professor, and Director of OISE, cross-appointed to the Higher Education Group
(cognitive development; research methodology; teacher training; higher education)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor
(effects of mass media on cognitive development; community psychology and community development; critical research methods in community settings and critical pedagogy and cultural studies)

OTTO WEININGER, *Ph.D. (Toronto)*
Professor
(psychodynamic theory; techniques of diagnosis and psychotherapy; psychopathology; play theory and research; early childhood education; mother–infant attachment and subsequent developmental processes)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor
(cognitive–attentional approaches to management of social and test anxiety and competence counselling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

DAVID W. BRISON, *Ed.D. (Illinois)*
Professor, and Head, Centre for Applied Cognitive Science
(adolescent psychology; development of instrumental materials; administration of educational research and development)

J. R. BRUCE CASSIE, *Ph.D. (State University of New York at Buffalo)*
Project Director, OISE Niagara Centre
(career education; computerized guidance systems; individual/group counselling; adult career change processes; student speaking, writing, decision-making; organization and administration of guidance services)

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, OISE Northeastern Centre, cross-appointed to Special Education
(early childhood education; psychology of change and adjustment and stress in education and in-service education; native learning styles; education of the gifted)

ASSOCIATED INSTRUCTORS:

BETTY M. FLINT, *M.A. (Toronto)*
Professor, Institute of Child Study, Faculty of Education, University of Toronto

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Psychologist and Director, Read Clinic, Toronto

GRAHAM TURRALL, *Ed.D. (Boston)*
Psychologist – private practice

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

INTERNSHIP SUPERVISORS:

JOANNE HEWSON, *Ph.D. (Toronto)*
Coordinator of Internship and Counselling Services, Applied Psychology, OISE

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Chief Psychologist, Halton Board of Education

CARSON BOCK, *M.A. (Toronto)*
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Psychologist, St. Michael's Hospital, Toronto

ROBERT CAMARGO, *Ph.D. (Fordham)*
Psychologist – private practice

MAREK CELINSKI, *Ph.D. (Nencki Institute of Experimental Biology of the Polish Academy of Science)*
Neuropsychologist, Workmen's Compensation Board Hospital and Rehabilitation Centre, Toronto

ESTHER COLE, *Ph.D. (Toronto)*
Psychologist, Toronto Board of Education

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GARY DIBBS, *Ph.D. (Hawaii)*
Consultant, Rohrer, Hibler & Replogle, Inc., Toronto

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NEVILLE DOXEY, *Ph.D. (Cape Town)*
Clinical Coordinator, Psychological Services, Workmen's Compensation Board Hospital and Rehabilitation Centre, Toronto

CHRIS DRONSEJKO, *Ph.D. (Waterloo)*
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KENNETH ELLIOTT, *Ph.D. (California School of Professional Psychology)*
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REG REYNOLDS, *Ph.D. (Waterloo)*
Chief Psychologist, Ontario Correctional Institute, Brampton

JUDITH ROSS, *Ph.D. (Syracuse)*
Staff Psychologist, Psychiatric Division, Health Service, and Special Lecturer, Department of Psychology, University of Toronto

RUSSELL SCHACHAR, *M.D. (Toronto)*
Assistant Professor and Psychiatrist, Hospital for Sick Children, Toronto

WARREN SHEPELL, *Ph.D. (Pennsylvania)*
President, Warren/Shepell Industrial Psychologists, Toronto

MARTI SMYE, *Ph.D. (Toronto)*
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HEATHER ANN WHITE, *Ph.D. (York)*
Psychologist, Toronto East General Hospital

HARLEY WIDEMAN, *Ph.D. (Toronto)*
Senior Psychologist, Hincks Treatment Centre, Toronto

PROGRAMS OF SPECIALIZATION

Please direct inquiries for this department to the chairperson of the department.

The Department of Applied Psychology offers the following degree programs in three major areas:

1. Educational Psychology – M.Ed., Ed.D., M.A., and Ph.D. programs
2. Counselling Psychology – M.Ed. and Ed.D. programs
3. School Psychology – M.A. and Ph.D. programs

A variety of Master of Education for Special Purposes programs are available. See section 4 below and the "Interdisciplinary Focuses" section of this Bulletin.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined on pages 35 to 42 in this Bulletin.

M.Ed., see pages 35 to 37.
M.A., see pages 37 to 39.
Ed.D., see pages 40 to 41.
Ph.D., see pages 41 to 42.

In addition, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements listed earlier in the Bulletin as well as the special requirements for the program of their particular interest.

Applications are obtainable from the Office of Graduate Studies. For further information see pages 11 to 13 of this Bulletin.

Deadline for all new applications is February 1. All continuing students must submit pre-enrolment forms for course selection by April 1.

The School Psychology division requires scores on the General Test of the Graduate Record Examination for admission to the M.A. and Ph.D. programs. (See page 11.)

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined on pages 35 to 43 in this Bulletin with these exceptions: the M.A. in School Psychology is a two-year program after a four-year degree in Psychology; the M.Ed. in Counselling (Option 2) requires a four-year degree in Psychology and full-time residence in the program. The length of residence depends on the individual program and how it is pursued. The Ed.D. in Counselling (Option 2) requires two years of full-time study.

Programs are arranged in consultation with a faculty advisor and will take into account not only the requirements listed on pages 35 to 43, but the student's background and individual needs, as well as the particular demands of the specialization.

Programs for the Ed.D. in Counselling (Option 2), the Ph.D. in School Psychology, and the Ph.D. in Educational Psychology have been planned so that graduates may meet the academic criteria for registration as a psychologist in Ontario through examination by the Ontario Board of Examiners in Psychology (OBEP). Students planning eventual registration are advised to plan their individual programs in conjunction with their faculty advisors to meet the academic criteria of OBEP. (See information on OBEP registration below.)

EXAMINATIONS

Ph.D. candidates in School Psychology and Ed.D. candidates in Counselling (Option 2) programs will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. programs in Educational Psychology focus on either applied cognitive science or community psychology. The M.Ed. and Ed.D. programs focus on the psychology of teaching, community psychology, and early childhood education. Students interested in the M.Ed. and Ed.D. programs must indicate the focus they are interested in when they apply.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program features three different focuses. Students will be expected to apply for one of the three described below.

Focus on Teaching
This program emphasizes the psychology of instruction, and is intended primarily for classroom teachers wishing to reflect on and improve their classroom teaching. Those admitted are expected to take eight half-courses, at least six of which should be selected from courses in the Department of Applied Psychology with an emphasis in Educational Psychology. The program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with the student's faculty advisor.

Focus on Community Psychology
Designed primarily for individuals interested in a community orientation to social problems with an accent on social-class, gender, and ethnic issues. Those admitted are expected to take eight half-courses, at least four of which should be courses with a heavy emphasis in community psychology. Additional courses with an emphasis in community development may be taken in other departments of the Institute. A core course in community psychology and a practicum in a community setting will be required. The complete program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with a faculty advisor.

Focus on Early Childhood Education
Students entering this focus will have had experience as teachers and/or early childhood specialists. The aim of the program of study is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience. A program of study will be developed with an advisor and will require at least three courses in Educational Psychology with a heavy emphasis in early childhood education and optional courses from the Depart-

ment of Applied Psychology and other departments.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in psychology may be admitted to an M.A. program extending beyond one year.

The course of study of the one-year M.A. program consists of six half-courses with an emphasis on one of the focuses listed below. The program should be arranged in consultation with the student's faculty advisor. A research thesis is also required.

Focus on Applied Cognitive Science
The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Focus on Community Psychology
The M.A. program is designed to introduce candidates to social psychological theory and research relating to community issues which involve an analysis of class, gender, and ethnicity.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

The program features three different focuses. Students will be expected to apply specifically for one of the three described below.

Focus on Teaching
This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychoeducational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Focus on Community Psychology
This program is designed primarily for practitioners in community settings with either an educational or a social-psychological emphasis, and for persons who wish to develop expertise leading to professions in community settings. Applicants will normally have completed the equivalent of the University of Toronto M.Ed. or M.A. in Educational Psychology with a

specialization in community psychology. Applicants with an M.Ed. or M.A. with a specialization other than the above may be considered for admission, but courses may have to be taken as a Special Student first in order to establish the appropriate master's degree equivalence. A major of four half-courses heavily emphasizing community psychology, including a practicum and an internship experience in a community setting, will form part of the normal requirements. The exact program should be arranged in consultation with the student's faculty advisor.

The Ed.D. also requires a thesis, which normally involves community development for a community setting or a critical reflection upon an existing program.

Focus on Early Childhood Education

This program is designed primarily for individuals who have had considerable experience working with children – for example, as a teacher or as a specialist in child psychology or child welfare at the master's level – and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the children's field.

The Ed.D. program consists of eight half-courses plus a thesis. The program requires one full year of full-time study.

The program is individually designed by the candidate and faculty advisor. Every attempt is made to ensure coordination of the program with the candidate's career, interests, and course requirements. The resident year is planned to provide experience in the integration of theory with practice, and to provide courses appropriate to the candidate's major interest.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 11 and 40, the Department of Applied Psychology specifies the following:

(a) The applicant must have completed the equivalent of the University of Toronto M.A. or M.Ed. with a minimum of four half-courses in Applied Psychology.

(b) Appropriate letters of reference must be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(c) Ordinarily, one year of professional preparation in education is desirable.

(d) Successful professional experience in education is a requirement.

(e) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

PROGRAM OF STUDY

The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time coursework. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and one faculty advisor to ensure coordination of the program with the student's career, interests, and required competencies. Of the eight half-courses required, four will be directly in Educational Psychology. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

The Ed.D. thesis will report the results of a study which addresses theoretical issues applicable to professional concerns and practice, or which focusses directly on empirical aspects of educational practice.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the doctoral program. This may require prerequisite study in the preceding summer.

The applicant must submit a paper, or a summary of it, which represents his/her best work.

Focus on Applied Cognitive Science
The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Focus on Community Psychology
This program is designed primarily for persons desiring expertise in community psychology leading to professions in universities, or community settings (e.g., school boards, social agencies) either as researchers or practitioners. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

2. COUNSELLING PSYCHOLOGY

Applicants contemplating an M.Ed. program related to counselling should note that there are four alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from the Teachers' Service Section, Ministry of Education, 18th floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Teachers who began the M.Ed. program prior to October 1978 may obtain the Specialist Certificate by completing the requirements for such certification as existed at the time they began the program.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling in either the Special Purposes with emphasis in Counselling (see section 4 below) or the Adult Education and Counselling program.

In addition to the general requirements detailed on pages 11 and 35 to 37, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology.

or

(c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. All degree programs consist of a minimum of eight half-courses regardless of the certificates held and are planned by a student in consulation with a faculty advisor. Every program must include counselling theory and a practicum experience which would constitute the equivalent of at least three half-courses in Counselling Psychology. If doctoral study is contemplated, four half-courses should be taken in the Department of Applied Psychology.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

The primary purpose of this program is to offer individuals in the helping professions such as nurses, social workers, and occupational therapists, for example, the opportunity to enhance their human relation skills by the addition of counselling training. Graduates of this program may also be considered for counselling positions in community colleges and other institutions involved in postsecondary or continuing education.

This program is offered jointly by the departments of Adult Education and Applied Psychology. Application may be made to either department for admission to this program. The choice of department should be based on the educational background, relevant experience, and future goals of each applicant. In general, applicants with a good background in psychology who anticipate enrolling in psychology courses beyond the minimum of four half-courses and/or are considering further studies in psychology should apply to the Department of Applied Psychology; for other applicants, parallel considerations would indicate application to the Department of Adult Education. This program consists of ten half-courses; however, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses.

MASTER OF EDUCATION (OPTION 2)

Preparation for Ed.D. (Option 2) Counselling program. For full details of this program see the Ed.D. program below.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON COUNSELLING

For full details of this program, see below (section 4, Master of Education for Special Purposes).

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options (Option 1 and Option 2) in the study of counselling at this level. They are distinguished from one another principally on the basis of the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

OPTION 1

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Doctor of Education programs stated on pages 11 and 41, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree must

submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report, a Qualifying Research Paper, or a master's thesis.

PROGRAM OF STUDY

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least the equivalent of five half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

INTERNSHIP REQUIREMENTS

The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

OPTION 2

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

ADMISSION REQUIREMENTS

The Department of Applied Psychology specifies the following:

(a) A four-year undergraduate degree in Psychology.

(b) The applicant must normally hold an M.Ed. degree with specialization in Counselling (Option 2) from the University of Toronto, or an equivalent degree. The M.Ed. (Option 2) program is described below. Students who have the equivalent course requirements but lack the internship requirements of the Option 2 program may be admitted under the condition that this requirement will be included in the doctoral program.

(c) Applicants who hold an appropriate

master's degree in Psychology or a closely related area may be admitted to the two-year Ed.D. program (Option 2).

(d) Applicants who hold an M.Ed. (Option 2) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report, a Qualifying Research Paper, or a master's thesis.

PROGRAM OF STUDY

Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in Counselling Psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. Ten half-courses covering these areas are required. If a student has completed the M.Ed. (Option 2) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Two years of residence are required of students entering the Ed.D. (Option 2) program.

INTERNSHIP REQUIREMENTS

All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience.

Students entering the Ed.D. (Option 2) program will undertake their first internship during their first year in residence.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

EXAMINATIONS

In addition to normal course requirements, students will twice be examined systematically, once in general psychology and once in professional psychology. The first of these is a qualifying examination in general psychology, which will normally be taken during the first year of residence. It will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The second examination, to be taken upon completion of coursework requirements, is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

M.ED. (OPTION 2) PROGRAM REQUIREMENTS

Students entering this program must

have a four-year undergraduate degree in Psychology. See page 36 regarding the qualifications for an eight or a ten half-course program. In a few cases an applicant without teacher training or experience might be admitted to a twelve half-course M.Ed. program.

PROGRAM OF STUDY

Students will plan their program in consultation with a faculty advisor. Every program will include counselling theory and practicum which will constitute at least the equivalent of four half-courses in Counselling Psychology.

RESIDENCE REQUIREMENTS

Residence is required as follows: for eight half-course programs, one Regular Session (September to April); for ten half-course programs, one and a half Regular Sessions; for twelve half-course programs, two Regular Sessions. The period of residence may be reduced if some courses are taken in Summer Session(s). (Normally six half-courses represent a Regular Session course load.)

INTERNSHIP REQUIREMENTS

For students in the twelve half-course M.Ed. (Option 2) program, an internship of approximately two days per week in an appropriate professional helping institution is required. Individual arrangements must be made with the Coordinator of Internships. This internship could also meet one of the internship requirements of the Ed.D. program should a student be admitted to that program at a later date.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in Psychology. Those with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Note: Scores on the General Test of the Graduate Record Examination must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 11.

The program normally requires a minimum residence period of two academic years.

The School Consultant program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis. At least six half-courses should be taken in the Department of Applied Psychology, three of which must be in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

A thesis is required.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Like the master's program above, this program is intended to prepare a person to help in the solution of practical psychoeducational problems, as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in positions of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually expected for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the two-year M.A. (School Consultant Option) described above. However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere may be admitted to a two-year doctoral program.

Note: Scores on the General Test of the Graduate Record Examination must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see page 11.

The combined master's and doctoral program normally requires a minimum residence period of four academic years.

A student accepted into the Ph.D. program having already earned a master's degree in Applied Psychology, with an acceptable master's thesis, at another university, but not considered to be equivalent to the M.A. (School Consultant Option) program, will be required to take a three-year doctoral program. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Students entering a two-year Ph.D. program will devise in consultation with a faculty advisor a program which will take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Department of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

4. MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. All applications must include a rationale for taking a Special Purposes M.Ed. program. In addition, they must indicate course preferences. Further information about this degree will be found on page 37.

Please note: All new applications for this program commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing students must submit pre-enrolment forms for course selection by *April 1.*

The following are examples of special purpose areas which emphasize particular interests.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare students who intend to operate, or are operating, primarily in a multicultural school or community setting. The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto. A program of study should be worked out by each student in consultation with Aaron Wolfgang and Peter Gamlin, faculty advisors for this focus. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON COUNSELLING

Through a Master of Education for Special Purposes with a focus in Counselling, students may develop a program within the Counselling Psychology division of the department. It is understood that there are students for whom the Master of Education programs in Guidance and Counselling, Counselling (Option 2), or Adult Education and Counselling are inappropriate.

Individual programs will be worked out by the student in consulation with a faculty advisor. Every program will contain counselling theory and a practicum which will constitute at least the equivalent of three half-courses in Counselling Psychology. If doctoral study is contemplated, four half-courses must be taken in the Department of Applied Psychology.

OFF-CAMPUS PROGRAMS

The Department of Applied Psychology offers only an M.Ed. in Special Purposes in off-campus locations. The specialized programs and the focus suggestions described above are available only on-campus.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND THE REGULATION OF THE PRACTICE OF PSYCHOLOGY IN ONTARIO

The practice of psychology in the Province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral program or from any graduate program in psychology does not in itself qualify a person to practise as a psychologist. The Ontario Board of Examiners in Psychology (OBEP) regulates the practice of psychology and examines candidates for registration as a psychologist in Ontario. For further information contact

The Registrar
The Ontario Board of Examiners in Psychology
37 Prince Arthur Avenue
Toronto, Ontario M5R 1B2

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, a student may enrol in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1270s, 1280s, 1290s, 3270s, 3280s, and 3290s; all of these are in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Students who do not have a basic academic background in psychology and counselling are required to obtain permission from the instructor before enrolling in the course.
J. Wine and staff

1203 Y PRACTICUM IN COUNSELLING

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, Guidance and Counselling and Special Purposes (Counselling) students are required to be in attendance one full day per week at their practicum setting, while students in Adult Education and Counselling must spend two full days. Practica for Guidance and Counselling students are arranged by the department for all full-time students and part-time students in attendance during the Summer Session. Part-time students during the Regular Session, however, are required to make their own arrangements. Such arrangements are a requirement for approval of enrolment in the course and must be confirmed with the course instructor.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

The practica for all Adult Education and Counselling students must be arranged by consultation with the administrator of that program. The committee for that program reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H. Non-Counselling students require the permission of Dr. J. C. Weiser.

M. Guttman, V. Darroch, and *J. C. Weiser*

1204 F,S,H PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counselling, and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.

K. Henderson

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.

K. Henderson

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in everyday life, and individual differences in cognition.

S. Palef

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.

K. Henderson

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.

J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES

Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research, students will engage in experiential exercises and view demonstration tapes.
D. Hunt

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, non-verbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
A. Wolfgang

1214 F,S,H RESEARCH SEMINAR IN MULTICULTURAL STUDIES

The course is designed to enable students to do an extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to do a review of the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do field work to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
A. Wolfgang

1215 H SEMINAR: GROUP PROCESSES

This is an advanced course for students in Counselling and other interested students who have had some previous group work experience. This course encompasses a consideration of group dynamics and group development and organizational development. Personal participation and the development of interpersonal skills and leadership skills in group work will receive major emphasis especially as these relate to theoretical and professional issues in counselling practice.
M. Guttman

1216 Y PSYCHOEDUCATIONAL ASSESSMENT

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children, tests of specific cognitive and attentional disabilities, and assessment of atypical children will be taught.

Prerequisite: This course is limited to students in the School Psychology program.
P. J. Caplan

1217 F,S,H BEHAVIOR MODIFICATION AND BEHAVIOR THERAPIES

This course will include a broad variety of behavior-focussed therapies now in use. A limited self-modification project will be required of each student and will be one determinant of the final grade.
P. J. Caplan and *M. Orme*

1219 F,S,H ETHICAL ISSUES IN APPLIED PSYCHOLOGY

Ethical issues arising from psychological research and practice are examined

with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
K. Henderson

1220F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART I
Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis and *O. Weininger*
(Practicum: *P. J. Caplan, K. Henderson, S. Miezitis,* and *O. Weininger*)

1221F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART II
Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.

Prerequisites: 1219F,S,H and 1220F,S,H.
S. Miezitis and *O. Weininger*
(Practicum: *P. J. Caplan, K. Henderson, S. Miezitis,* and *O. Weininger*)

1224F,S,H PSYCHOPATHOLOGY OF INFANCY AND CHILDHOOD
Consideration of the process of atypical behavior development in children, focussing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

1225F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY
A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.

Prerequisite: This course is limited to students in the School Psychology program. Permission of the instructor is required.
P. J. Caplan

1226F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY
For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227H PRACTICUM IN EDUCATIONAL PSYCHOLOGY
The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will examine one of several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. The particular model to be examined will be named in the schedule of courses each year.
Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

Each year this course will examine a model which is different from that dealt with in 1228F,S,H.

Prerequisite: Permission of the instructor.
Staff

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING YOUNG CHILDREN

Theory and practice in early assessment and intervention. Use of classroom observation and diagnostic teaching approaches in the assessment of learning styles. Experimentation with alternative teaching styles and classroom intervention strategies to enhance student motivation and learning.

Prerequisite: Permission of the instructor.
S. Miezitis

1233 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: PART I: CONCEPTUAL DIMENSIONS

Conceptual issues fundamental to educational practice are examined from several theoretical and empirical perspectives, primarily those of Applied Cognitive Science. Such issues as cognitive development, language development, moral development, learning, instruction, abilities, and motivation are examined with a view both to increasing psychological understanding and to improving educational practice. For M.A. candidates in Educational Psychology; otherwise by permission of the instructor.
Staff

1234 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: PART II: CURRENT ISSUES

This course will extend the theoretical perspectives developed in 1233F,S,H and apply them to current issues in educational thought and practice. This course is available only to those who have taken 1233F,S,H.
Staff

1236 F,S,H PSYCHOLOGY OF EDUCATIONAL CHANGE

This course is intended to help those involved in educational innovation to understand aspects of the change process through some basic psychological concepts and the interrelationships between the individual and the system. Cognitive and affective aspects of individual adaptation, or resistance, to change and some interpersonal factors operating within school systems will be examined. A critical look at studies of the effect of attitude and personality on innovativeness will be included.

The course is designed for teachers, resource personnel, and administrators already involved in the process of curriculum innovation. Students will be required to examine some aspect of their own work toward educational change in the light of the concepts studied.
C. Nash

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic under-

standing of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.
R. Case

1238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY
A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1241 F,S,H METHODS OF EARLY EDUCATION AND CHILD CARE
This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a sociohistorical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
A. Biemiller

1242 Y DEVELOPMENTAL PATTERNS IN EARLY CHILDHOOD
An overview of child development, what influences it, and the changes that take place. A brief review of research techniques and statistics will be provided. Six major areas of development will be covered: physical and physiological growth; information, planning, and arousal systems; skills; temperamental and emotional characteristics; self processes; and behavior. This course is offered at the Institute of Child Study (Course 1002). Students from the Ontario Institute for Studies in Education enrolled in this course will be expected to complete Course 1002 requirements, and, in addition, to choose a special area of child development for intensive examination, and prepare a major paper critically reviewing the literature in that area.
O. Weininger

1244 Y CORE SEMINAR IN COMMUNITY PSYCHOLOGY
This is the required introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as school, social service, health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter and *E. V. Sullivan*

1245 Y RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY
The research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and *E. V. Sullivan*

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not

given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H FEMINIST ISSUES IN COUNSELLING PSYCHOLOGY AND PSYCHOTHERAPY
The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to socio-historical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The latter half of the course explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
J. Wine

1260 F,S,H FOUNDATIONS OF GUIDANCE AND COUNSELLING
Philosophical issues related to guidance and counselling decisions are debated, discussed, and evaluated. Counselling theories are evaluated and related to elementary and high school situations. Counsellor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counselling are discussed, and students actually design experiments for potential use in investigating counselling problems, or for programs related to their jobs. The impact of nonverbal communication on the counsellor–student relationship is examined.
A. Wolfgang

1261 F,S,H GROUP WORK IN COUNSELLING
Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
J. C. Weiser and *A. Wolfgang*

1266 F,S,H THEORY AND PRACTICE OF VOCATIONAL DEVELOPMENT
This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of vocational development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. (Students are encouraged to take 1611F,S,H, Educational and Psychological Testing for Guidance Personnel, prior to taking this course.)
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING
A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisites: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION
An examination of knowledge – its

representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
S. Palef

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise M.A. students in 1219F,S,H, 1220F,S,H, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1219F,S,H, 1220F,S,H, and 1221F,S,H.
P. J. Caplan, K. Henderson, S. Miezitis, and *O. Weininger*

3204 F,S,H ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyse the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover philosophical and psychological theories, ending in the analysis of concrete ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their importance in an educational context. The course is appropriate for students in all divisions of Applied Psychology because of its emphasis on their role as psychological professionals. The content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.
E. V. Sullivan

3205 F,S,H RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.
M. Orme

3206 F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An examination of conditions during the prenatal and infant period of development that will have an impact on later behavior. Normal development is studied with a view to recognizing deviations from it, and research literature focussing on this early period is explored. Students will observe infants in various settings, including the Parent–Infant Centre at the Institute of Child Study.

This course is given at the Institute of Child Study (Course 1004). Students enrolled from the Ontario Institute for Studies in Education will be expected to complete Course 1004 requirements, and in addition to prepare review papers on problems in the development of materials, methods, and measures in relation to ongoing infant and/or preschool programs.
O. Weininger and *B. Flint*

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

This seminar will cover the areas of emotional and affective processes during adolescence; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological dimensions of the adolescent years.
D. Brison, S. Miezitis, and *O. Weininger*

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.

Prerequisite: Permission of the instructor.
D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective which involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
D. Hunt

3211 F,S,H THEORIES OF COOPERATIVE AND COMMUNITY AND EDUCATIONAL DEVELOPMENT: SOCIAL PSYCHOLOGICAL PERSPECTIVES

This seminar examines models of social reconstruction in the workplace, housing, community, and school. Practical matters of organizing social alternatives and theoretical issues derived from alternative organization are discussed. Particular emphasis is given to cooperative forms of ownership and democratic management.
J. Quarter

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
K. Henderson

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION-PROCESSING AND CHILDREN'S LEARNING

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment of learning processes.

Prerequisite: Permission of the instructor.
O. Weininger

3215F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through reflective analysis.
V. Darroch

3216F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang

3217Y PRACTICUM IN COUNSELLING PSYCHOLOGY

Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.
C. M. Christensen and staff

3218F,S,H RESEARCH SEMINAR IN COUNSELLING

A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.
J. Wine

3220F,S,H ANALYSIS OF LEARNING TASKS

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem.
C. Bereiter

3221F,S,H INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

This seminar will examine the processes involved in learning, playing, and developing from various theoretical points of view, and will review and devise methods of measuring individual differences in these processes. Special emphasis will be given to problem-solving, and to creativity in the problem-solving process. Students will be expected to participate actively in preparing papers for the seminar.

Prerequisite: Permission of the instructor.
P. Gamlin

3222F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.
M. Orme

3223 F,S,H PSYCHOEDUCATIONAL CONSULTATION: EFFECTING CHANGE IN THE SCHOOLS

Theory and practice in visualizing and effecting change in the schools. Impact of teacher and student perceptions and attitudes on teaching styles and learning approaches. A preventive orientation based on classroom observation is used in assessment and intervention. Implementation of an in-service training/teacher consultation model for rendering psychological services to the schools.

Prerequisite: Permission of the instructor.

S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.

Staff

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.

Staff

3226 H CRITICAL INTERPRETIVE METHODS IN EDUCATION AND COMMUNITY PSYCHOLOGY

This course is entitled "critical" interpretation because it locates psychological interpretation within the power dynamics of society. The course is designed to develop a critical perspective with psychological theory as it applies to educational research. Comparative examples and critical examination of studies will be part of the course curriculum.

E. V. Sullivan

3227 F,S,H PLAY AND EDUCATION

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

Prerequisite: Permission of the instructor.

O. Weininger

3228 F,S,H THE CULTURAL EFFECTS OF INFORMATION MEDIA ON HUMAN COGNITION: EDUCATIONAL DIMENSIONS

This course will focus on "information media" such as television and computers and examine their effects on culture. The extent of the focus will vary with the interests of the seminar participants, and it is possible that there could be a single focus such as computers one year and television the next. Specifically, the direction taken toward information technologies will be from the point of a "critical social" theory of society. The instructor should be consulted for the focus that the anticipated seminar will take that year.

E. V. Sullivan

3230 F,S,H DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY

A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed in a school system or government agency.
C. Bereiter

3233 F,S,H RESEARCH SEMINAR ON VOCATIONAL THEORY AND CAREER DEVELOPMENT

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and *M. Guttman*

3237 F,S,H RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT

This seminar focusses on contemporary theories of intellectual development. Theories of particular developmental processes (e.g., sensorimotor development, development of quantitative skills) as well as general theories of development will be covered. The relevance of contemporary developmental theory for instruction will also be considered.
R. Case

3238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

Description as for 1238F,S,H, but at the doctoral level.

3240 F,S,H PROJECTIVE TECHNIQUES

An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.

Prerequisite: Permission of the instructor.
O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

This course focusses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.

Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 3240F,S,H.
O. Weininger

3242 S INTERPRETIVE ANALYSIS OF BIOGRAPHIES: IMPLICATIONS FOR EDUCATION

The basis of the interpretive approach, as it will be discussed in this course, rests in aspects of existentialism and phenomenology, and the focus of the course will be the theoretical addressing of biographical narratives. Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized.

Prerequisite: Permission of the instructor.
V. Darroch

3243 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART I

This course examines traditional psychoanalytic theory and technique, including the basic principles of the psychoanalytic process as well as traditional approaches to questions of motivation, cognitive and affective

development, and the nature and treatment of psychopathology. Parts I and II are appropriate for students planning to assess or treat adults or children in an educational setting.
S. Palef

3244 F,S,H FUNDAMENTALS OF PSYCHOANALYSIS: PART II
This course traces the basic principles and approaches studied in Part I through the changing conceptualizations of psychoanalysis provided by the ego psychology, object relations, and self psychology schools. The course includes a discussion of current controversies in psychoanalytic theory and practice.
S. Palef

3245 Y ADVANCED RESEARCH PRACTICUM IN COMMUNITY PSYCHOLOGY
This research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed. Research done in this course may form the basis for the doctoral thesis.
J. Quarter and *E. V. Sullivan*

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL
Description as for 1252F,S,H, but at the doctoral level.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS
An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field which will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in Educational Psychology; open to other doctoral students by permission of the instructor.
Staff

Curriculum

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Chairperson of the Department, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation and curriculum, and classroom studies)

Admission inquiries should be directed to the Chairperson.

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(theoretical linguistics; educational linguistics of English; sociolinguistics)

LEONARD BERK, *Ph.D. (Stanford)*
Associate Professor
(school program effects; the history of school practices; the politics of the school program)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; curriculum research; mathematics curriculum development; diagnosis and remediation of learning problems in mathematics)

STACY CHURCHILL, *Ph.D. (London), Diplome de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Professor
(personal-practical knowledge and practical reasoning, with reference to classroom studies, teacher thinking, and policy implementation; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

JAMES P. CUMMINS, *Ph.D. (Alberta)*
Assistant Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; learning disabilities)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor, cross-appointed from History and Philosophy of Education

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Associate Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Assistant Professor
(educational linguistics of French; French language studies; bilingual education)

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Professor
(curriculum implementation and evaluation)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from History and Philosophy of Education

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood/elementary education; classroom studies with focus on teacher beliefs/decisions; parent beliefs/perceptions with reference to child learning practices)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor, cross-appointed from Educational Administration

MERRILL K. SWAIN, *Ph.D. (California at Irvine)*
Professor, and Head, Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(curriculum evaluation; naturalistic research methods; measurement of educational environments)

C. GORDON WELLS, *Ph.D. (Bristol)*
Professor
(language development; language across the curriculum; and thinking)

DALE M. WILLOWS, *Ph.D. (Waterloo)*
Associate Professor
(reading theory; reading instruction; learning disabilities and reading disorders; cognitive and linguistic development)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

MICHAEL CANALE, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(language testing; communication skills; minority language education; Canadian French sociolinguistics)

JOHN MILLER, *Ph.D. (Toronto)*
Associate Professor, and Head, OISE Niagara Centre
(affective education; values education; transpersonal education; curriculum orientations; adult development)

RAYMOND MOUGEON, *Ph.D. (McGill)*
Associate Professor, Franco-Ontarian Centre
(minority language maintenance; minority language schooling; language acquisition by bilinguals; Canadian French dialects; sociolinguistics)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, and Head, OISE Northeastern Centre, and Acting Head, OISE Midnorthern Centre]
(mathematics learning, complex intellectual functions, and curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Associate Professor, and Head, OISE

Trent Valley Centre
(curriculum design, program evaluation, and student assessment)

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre
(program implementation in school systems; school and school system organizational problems; adult learning)

CROSS-APPOINTMENTS FROM OTHER INSTITUTIONS:

JOHAN L. AITKEN, *Ph.D. (Toronto)*
Professor, Faculty of Education, University of Toronto

ROBERT ANDERSON, *Ph.D. (Alberta)*
Program Director of the Canada Studies Foundation

MARTIN A. FISCHER, *M.D. (Toronto)*
Assistant Professor, and Executive Director of the Toronto Art Therapy Institute

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Associate Professor, College of Education, Brock University

PROFESSORS EMERITI:

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*

HANS H. STERN, *Ph.D. (London)*

CONFIDENTIALITY OF STUDENT FILES

Department of Curriculum students have access to their own personal files in the department. All letters of reference written to the department on behalf of a student applying for admission to the department may be reviewed by the student. The department will, however, respect the wishes of external agencies who specifically require that recommendations made by them remain confidential.

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The study of curriculum includes consideration of the nature and functions of curriculum, and of issues and factors influencing curriculum development, design, and implementation, as well as examination of instructional situations, practices, and materials used in formal and informal educational programs. Research skills appropriate to such study are developed through coursework within the department. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationship between curriculum and the nature of knowledge, the dynamics of communication, and learning and teaching.

The Department of Curriculum offers courses related to four major curriculum focuses: School Programs, General Curriculum, Curriculum Processes, and Language Education. Applicants may select their courses from within any one focus or from several focuses, although they are asked to indicate their primary interest at the time of application. Students may also choose courses from other departments of OISE or the School of Graduate Studies. The following descriptions of department focuses are included for purposes of illustration. No attempt has been made to list all courses which a student in a particular concentration may want to consider.

The *School Programs Focus* includes arts and education, English education, environmental education, humanities in the curriculum, mathematics education, social studies education, and science education. While such divisions reflect existing subject distinctions in schools and permit in-depth study of curriculum issues within particular subjects, students may take courses dealing with various subjects, as well as in other focuses of the department. Some courses particularly relevant to the School Programs Focus are 1315F,S,H, 1316/2316F,S,H, 1322/2322F,S,H, 1327/2327F,S,H, 1343F,S,H, 1345F,S,H, 1379F,S,H, 3316H, 3320F,S,H, 3346F,S,H, and 3347F,S,H.

The *General Curriculum Focus* concerns itself with the concepts and skills required to plan curricula intelligently. Central issues include how teachers and policy-makers decide what to teach, to which students, and in what manner; how administrative policy may help or hinder teaching; how economic structures, social policies, ideologies, and cultures affect curricular decisions; how theories of teaching, learning, the milieu, and the subject are best used in making curricular decisions. Courses particularly relevant to the General Curriculum Focus are 1300F,S,H, 1302F,S,H, 1305F,S,H, 1360F,S,H, 1362F,S,H (not offered in 1984/85), 1380S, 3300F,S,H, 3301F,S,H, 3308F,S,H, 3309F,S,H, and 3360F,S,H.

The *Curriculum Processes Focus* deals directly with methods for the improvement of the school curriculum. Courses emphasize the nature and functions of curriculum processes such as deliberation, implementation, decision-making, consultancy, sequencing of materials, instruction, evaluation, and management. The focus on processes for effective management, relatively new in the department, should be of special interest to non-classroom personnel with curriculum responsibilities at the school and board level. Some courses especially relevant to the Curriculum Processes Focus are 1305F,S,H, 1306F,S,H, 1308/2308F,S,H, 1309F,S,H, 1346F,S,H, 1358F,S,H (not offered in 1984/85), 1360F,S,H, 1363F,S,H, 1378F,S,H (not offered in 1984/85), 1398F,S,H, 1399F,S,H, 3301F,S,H, 3305F,S,H, and 3358F,S,H (not offered in 1984/85).

The *Language Education Focus* is concerned with language teaching, language learning, and the role of language throughout the curriculum. In addition to highly specific courses dealing with first- and second-language teaching and learning, bilingual education, and educational linguistics, more general courses deal with issues of concern to all students of language and curriculum. Some courses particularly relevant to the Language Education Focus are 1310F,S,H, 1311F,S,H, 1313F,S,H, 1317Y, 1318Y, 1319F,S,H, 1326F,S,H, 1330F,S,H, 1333F,S,H, 1336F,S,H, 1337F,S,H, 3310F,S,H, 3313F,S,H, 3319F,S,H, 3330F,S,H, 3332F,S,H, and 3336F,S,H.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 35 to 37. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for this program must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background

and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement, with the Department of Curriculum Program Planning Sheet (see item 2), receives close attention from the department admissions committee.

2. A completed copy of the Department of Curriculum Program Planning Sheet, which is enclosed with the application forms.

3. A single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

4. In most cases no standardized test scores are required for admission. However, in some cases scores on the General Test of the Graduate Record Examination may be requested by the admissions committee.

This program consists of eight half-courses as follows:

(a) 1300F,S,H, Foundations of Curriculum Development;
(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another department of the School of Graduate Studies.

Note: Students accepted to a ten half-course program must take five half-courses within the Department of Curriculum.

OFF-CAMPUS COURSES IN CURRICULUM *(M.ED. STUDENTS ONLY)*

The department offers some off-campus sections of curriculum courses to students in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses at OISE.

Information about off-campus courses to be offered in the 1984/85 Regular Session will be available from the Office of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

1. The Department of Curriculum, in cooperation with the Department of Measurement, Evaluation, and Computer Applications, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 37).

2. The Department of Curriculum also offers an M.Ed. focus in Early Childhood Education. This focus consists of eight half-courses:

(a) the following four half-courses:
1300 F,S,H Foundations of Curriculum Development
1308 F,S,H Accommodation of Curriculum Planning to Needs of the Learner: Primary/Junior]
1311 F,S,H Reading and Language Comprehension
1365 F,S,H Programs and Practices in Early Education

(b) four half-courses selected within the Department of Curriculum or from Early Childhood offerings in other departments. Relevant courses in other departments are on file with the focus advisor, Ellen Regan.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 37 to 39. Ordinarily, students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a research-oriented program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement receives close attention from the department admissions committee.
2. Two letters of reference from university professors or other persons in a position to judge the applicant's academic promise at the graduate level.
3. Course descriptions of any graduate courses taken at a recognized university which have curriculum content that might be used to reduce the number of courses in the M.A. program.
4. Scores on the General Test of the Graduate Record Examination may be submitted (see page 11).

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program must undertake a minimum of half their coursework in this department, including 1300F,S,H, Foundations of Curriculum Development. The remainder of their coursework may be selected from this department, from any other department of OISE, or from another department of the School of Graduate Studies, with the approval of the faculty advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on-the-job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 40 to 41. The Qualifying Research Paper or its equivalent, referred to on page 40, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals.*

To permit an accurate assessment of the degree of equivalence which exists between an applicant's M.A. program and an M.A. program in Curriculum at OISE, the following should be submitted with the application:

(a) course descriptions of all graduate courses having curriculum content, and

(b) a copy of the master's thesis if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ed.D. (see page 11), the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant may submit scores on the General Test of the Graduate Record Examination (see page 11).

(c) Early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

(d) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

PROGRAM AND PATTERN OF STUDY

Each program of study, which consists of a minimum of eight half-courses, four of which must be taken in the Department of Curriculum, is tailored individually. However, two core half-courses are required of all Ed.D. candidates during the year of residence.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be taken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining coursework can be undertaken on a part-time basis.

The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 41 to 42. In general, the Department of Curriculum's view of a Qualifying Research Paper (see page 40) is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals.*

To permit an accurate assessment of the degree of equivalence which exists between an applicant's M.A. program and an M.A. program in Curriculum at OISE, the following should be submitted with the application:

(a) course descriptions of all graduate courses having curriculum content, and

(b) a copy of the master's thesis if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ph.D. (see page 11) the Department of Curriculum specifies the following:

(a) The applicant may submit scores on the General Test of the Graduate Record Examination (see page 11).

(b) The applicant must submit a statement discussing in some detail his or her reasons for wishing to undertake training in research.

(c) Whenever possible, early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

PROGRAM AND PATTERN OF STUDY

In addition to the major thesis and other requirements as described on pages 41 to 42, the normal pattern of study for this degree is as follows:

(a) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and offers opportunities for M.Ed., M.A., Ed.D., and Ph.D. study concentrated in educational linguistics and second-language learning. Although many courses appropriate to such study are offered within the Department of Curriculum, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. In a few instances, in order to differentiate between courses focussing on elementary/primary/junior and intermediate/secondary, course numbers for the latter will commence with 23.

Note on Admission Deadlines

Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, *must be submitted by February 1.*

Continuing students must submit pre-enrolment forms for course selection by *April 1.*

1300F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

The aim of this course is to apply theory and research to the study of curriculum. The course *(a)* provides a language for conceptualization; *(b)* reviews the major themes in the literature; *(c)* provides a framework for thinking about curriculum change; and *(d)* assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems. The course is available in several sections, each of which offers a particular emphasis; descriptions of these are available from the department.
Staff, Summer Session and Regular Session

1302F,S,H CURRICULUM AND INSTRUCTIONAL ISSUES IN ELEMENTARY EDUCATION

An examination of issues in elementary education in the context of current developments/research in curriculum programming and instructional practice. The theoretical and empirical rationale of selected current innovations will be explored.
E. M. Regan, Regular Session

1304F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Summer Session and Regular Session

1305F,S,H TECHNIQUES FOR IMPROVING TEACHING

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching.
B. Kilbourn, Regular Session (after hours)

1306F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES

This course defines and exemplifies procedures for the tasks involved in developing curricula for non-traditional objectives. Among these tasks are: *(a)* developing a defensible set of objectives for a course, topic, or unit from existing guidelines; *(b)* defining growth sequences for a particular type of objective; *(c)* developing effective teaching and assessment methods; and *(d)* sequencing individual objectives into effective units. An introduction to a four-sequence curriculum consultancy program, course 1306 is intended primarily for local curriculum consultants, curriculum committee leaders, and department heads, whose ongoing curriculum development responsibilities can become the focus of a continuing project.

Prerequisite: Permission of the instructors.
F. G. Robinson, G. L. McDiarmid, J. Ross, and staff, Regular Session (offered in some off-campus locations in 1984/85)

1308F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR

A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will be given to planning in areas of interest to the class.
C. D. Carlow and *E. M. Regan,* Regular Session (after hours)

2308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: INTERMEDIATE/SECONDARY

A study of the application of recent theories of learning and motivation to curriculum planning at the intermediate and secondary level. Discussion will focus upon planning in the areas of English, social studies, theatre arts, second-language learning, and mathematics, depending upon the range of interests in the class.
C. D. Carlow and staff, Regular Session (after hours)

1309 F,S,H CLINICAL ANALYSIS OF TEACHING

This course addresses the supervision of teachers and is based on a particular technique of supervision called clinical analysis. The focus is on developing the skills of in-depth, one-to-one, systematic analysis of classroom teaching. Teaching patterns are detected and appropriate strategies are developed for dealing with them. The course will be of interest to anyone with supervisory responsibilities (e.g., principals, consultants) as well as classroom teachers.

Prerequisite: 1305F,S,H or permission of the instructor.
B. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
Staff, Summer Session and Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Summer Session and Regular Session (after hours)

1312 Y APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: 1310F,S,H and 1311F,S,H or permission of the instructor.
D. M. Willows, Regular Session (after hours)

1313 F,S,H LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first- and second-language study).
J. P. Cummins and *C. G. Wells,* Regular Session (after hours)

1314 H DIAGNOSIS AND REMEDIATION IN ELEMENTARY SCHOOL MATHEMATICS

Investigation of cognitive, emotional, and motivational factors related to learning difficulties in elementary school mathematics. Both task-analysis and global-intuitive approaches will be considered in developing and implementing remediation procedures.
C. D. Carlow, Regular Session (after hours, alternate weeks)

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
Staff, Regular Session (after hours)

1316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY

A study of mathematics curriculum materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
C. D. Carlow, Summer Session 1984 and Regular Session (after hours)

2316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY

A study of mathematics curriculum materials at the intermediate and senior levels in the light of recent theories of learning and motivation, recent developments in problem-solving, and current applications of microcomputers to mathematics education.
C. D. Carlow, Summer Session

1317 Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. Stern, Summer Session

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
Staff, Summer Session and Regular Session

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities to become familiar with ongoing research in second-language learning and teaching.
M. Swain, Regular Session

1320 F,S,H SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches
Staff, Regular Session (after hours)

2320 F,S,H SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff, Regular Session (after hours)

1322 F,S,H SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of current issues in the

teaching of elementary school social studies with an emphasis on social studies curriculum development.
Staff, Regular Session (after hours)

2322 F,S,H SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An analysis of current issues in the teaching of secondary school social studies with an emphasis on social studies curriculum development.
Staff, Regular Session (after hours)

1324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1325 F,S,H PROBLEM-SOLVING IN SECONDARY SCHOOL MATHEMATICS

An investigation of major curriculum issues involved in upgrading problem-solving in secondary school mathematics. A number of problem-solving sequences from mathematics programs in North America and Europe will be studied in terms of their potential for developing successful and motivated problem-solvers of routine and non-routine problems. Problem-solving in mathematics will be related to problem-solving in other fields.
C. D. Carlow, Summer Session 1984 and Regular Session (after hours)

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.
J. L. Aitken, Regular Session (after hours)

1327 F,S,H READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching of reading and writing at the elementary school level with particular reference to the development of children's linguistic and cognitive abilities.
C. G. Wells, Regular Session (after hours)

2327 F,S,H READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff, Regular Session (after hours)

1328 F,S,H EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course aims at acquainting students with the main characteristics of Canadian French. In areas of Canadian French that await systematic description, students carry out sociolinguistic analyses of French speech samples (from Ontario and Quebec) under the instructor's guidance. The educational implications of a sociolinguistic description of Canadian French are examined. This course is given in French.

Prerequisites: High level of fluency in French and background in linguistics.
R. Mougeon, Regular Session (after hours)

1329 F,S,H INTRODUCTION TO EDUCATIONAL SOCIOLINGUISTICS

This introduction to sociolinguistics

covers the following topics: linguistic variation (e.g., geographical and social-class dialects), demolinguistics (e.g., language maintenance and language loss), language planning (e.g., linguistic standardization or modernization), social psychological linguistics (e.g., language or speaker-centred attitudes) and pedagogical sociolinguistics (e.g., communicative language teaching).

Prerequisite: A background in linguistics.
R. Mougeon, Regular Session

1330 F,S,H DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

Prerequisite: A fluent command of French.
S. Lapkin, Regular Session (after hours)

1332 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.
J. P. B. Allen, Regular Session (after hours)

1333 F,S,H INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1335 F,S,H EDUCATION FOR LINGUISTIC AND CULTURAL MINORITIES: COMPARATIVE POLICY ANALYSIS

Educational policies for minorities in both industrialized and Third World nations are studied with emphasis on practical aspects of school system operations: organization, governance, finance, classroom impact of policy. Tradeoffs between different policy instruments are reviewed from the perspective of policy-makers and groups affected.
S. Churchill, Regular Session

1336 F,S,H SECOND-LANGUAGE LEARNING

Theories and research on first-language (L1) acquisition are considered for their relevance to theories and research on second-language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage, transitional competence, and approximative systems. The role of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.
Staff, Regular Session

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Par-

ticular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
M. Swain and *J. P. Cummins*, Regular Session

1338 F,S,H COMMUNICATIVE COMPETENCE

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks. This course is given in French or English.
M. Canale, Regular Session

1339 F,S,H LANGUAGE ASSESSMENT

This course provides an introduction to five areas of (first- and second-) language assessment: listening comprehension, reading comprehension, oral interaction, written expression, and overall language proficiency. Examined within each area are major instruments, proper use of these instruments, and key issues. Particular emphasis is placed on language assessment in a minority setting. This course is given in French or English.
M. Canale, Regular Session

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course treats problems of teaching the humanities in secondary schools and colleges. The humanities are understood to include history, languages and literatures, philosophy, and the arts.
Staff, Regular Session (after hours)

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1350 F,S,H SEMINAR: CURRENT ISSUES IN PLAY, DRAMA, AND ARTS EDUCATION

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will present one or more seminar papers. Topics will vary from year to year depending upon the interests of course members.
R. Courtney, Summer Session and Regular Session

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to submit an Individual Reading and Research Course form, available from the department's academic secretary, describing the rationale and plan of study for the course. This form must be approved by the faculty advisor and the instructor with whom the course will be taken.

1355 F,S,H PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1356 F,S,H CANADIAN STUDIES IN THE SCHOOL CURRICULUM

Selected aspects of Canadian studies will be examined, in particular the development and goals of Canadian studies. The concepts of pan-Canadianism and citizenship education will provide a frame of reference from which to analyse and develop materials and instructional strategies.
G. L. McDiarmid and staff, Regular Session (after hours)

1357 Y ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly (offered in Summer Session 1984 and alternate summers)

1358 F,S,H IMPLEMENTING CURRICULUM INNOVATIONS: THE TEACHERS' ROLE

Basic assumptions underlying alternative approaches to curriculum implementation are examined. A model for planned change is used to identify those tasks central to effective implementation of curriculum innovation. Procedures for carrying out such tasks in relation to the teachers' role are examined and ethical issues associated with intervention are discussed.

The course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities. See also courses 1359 and 3358.
K. A. Leithwood (not offered in 1984/85)

1359 F,S,H IMPLEMENTING CURRICULUM INNOVATIONS: THE ADMINISTRATORS' ROLE

A companion to course 1358, the course is based on the same model for planned change. Tasks central to effective administration and leadership in improving school effectiveness are identified and procedures for carrying out these tasks are examined. Ethical issues associated with administrative intervention are identified and alternative approaches to such issues discussed.

This course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities.

Prerequisite: Course 1358F,S,H or permission of the instructor.
K. A. Leithwood (not offered in 1984/85)

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum program. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1362 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH

An analysis of various approaches to research in curriculum development and assessment. Topics will be suited to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.
M. W. Wahlstrom, Regular Session (after hours; not offered in 1984/85)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1367 F,S,H CREATIVE ARTS SPECIAL SUBJECT I

This course is in two parts: (1) the history of Music *or* Visual Arts *or* Drama Education; and (2) current theories and topics in Music *or* Visual Arts *or* Drama Education. Students will select *one* of Music *or* Visual Arts *or* Drama Education and they should note that these subjects will be offered in different terms.

Prerequisite: Teacher's Certification Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency) and permission of the instructor.
R Courtney, Summer Session and Regular Session

1368 F,S,H CREATIVE ARTS SPECIAL SUBJECT II

This course deals with modern research in Music *or* Visual Arts *or* Drama Education. Students will select *one* of Music *or* Visual Arts *or* Drama Education and they should note that these subjects will be offered in different terms.

Prerequisite: Creative Arts Special Subject I and permission of the instructor.
R. Courtney, Summer Session and Regular Session

1370 F,S,H THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310F,S,H or 1313F,S,H.

Staff, Regular Session (after hours)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course with major focus upon the means for determining and evaluating significant but often neglected educational objectives and outcomes. Critical components include analysis of educational purposes and means for implementing and assessing nonconventional programs, such as open or informal programs. Students develop indices for assessing significant nontraditional outcomes, such as self-reliance or group problem-solving.

Prerequisite: Permission of the instructor.

J. Weiss, Regular Session (after hours; not offered in 1984/85)

1379 F,S,H KNOWING AND TEACHING

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about *knowing* and issues about *teaching.* For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is *not* assumed that students will have a background in philosophy.

B. Kilbourn, Regular Session

1380 S MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyse the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the educational policy of multiculturalism. Courses of study for multiculturalism will be compared with a multicultural curriculum. Students will be encouraged to develop classroom applications of one of these.

G. L. McDiarmid, Regular Session

1390 F,S,H CURRICULUM CONSULTANCY

This course is a follow-up to 1306F,S,H, and stresses the use of curriculum development skills in a variety of interpersonal settings including curriculum committees, department activities, and paid consultancy roles. Students are assisted in planning and implementing curricula for teachers and agents implicated in change: such curricula are conceived in terms of the requirements for intended agent growth along clearly defined dimensions of behavior. The context of the consultancy experience is the students' ongoing curriculum development work initiated in 1306F,S,H.

Prerequisite: 1306F,S,H and permission of the instructors.

F. G. Robinson and staff

1398 F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty advisor and practicum coordinator.
Staff, Regular Session (offered in some off-campus locations in 1984/85)

1399F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.
Staff, Regular Session

3300F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures particularly as these relate to equality of opportunity for North American Indians.
G. L. McDiarmid, Summer Session (offered as required)

3301F,S,H SEMINAR: CURRENT PROBLEMS IN CURRICULUM STUDIES

The examination of a current topic or problem in curriculum studies. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics will vary from year to year depending upon the interests of course members.
Staff, Regular Session (daytime)

3303F,S,H COLLOQUIUM ON DECISION-MAKING ROLES IN CURRICULUM AND INSTRUCTION

A seminar which explores the curriculum-instruction decision-making roles of teachers, consultants, department heads, etc. Literature on teacher thinking emphasized. Problem-solving, issue-oriented approach in which course instructor and students collaborate in exploring dimensions and demands relative to different decision-making roles and responsibilities.

Prerequisite: Permission of the instructor.
F. M. Connelly, Summer Session and Regular Session 1984

3304F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3305F,S,H DOCTORAL SEMINAR IN RESEARCH ON TEACHING

Critical examination of current paradigms in research on teaching with concentration on selected exemplar studies. Emphasis will be placed on analysing the conceptual foundations of research on teaching. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.
B. Kilbourn, Regular Session

3308F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analysed, always with a view to articulating the relationship between conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral stu-

dents only by permission of the instructor.
J. Weiss, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.
F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Research on the cognitive, perceptual, and linguistic processes involved in reading will be covered. Consideration will be given to the types of research designs and the methods of collecting and analysing data.

Prerequisites: 1310F,S,H and 1311F,S,H, or permission of the instructor.
D. M. Willows, Regular Session

3313 F,S,H LANGUAGE AND LEARNING: THEORY AND PRACTICE

An advanced curriculum course intended to relate linguistic theories to classroom practice. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: 1313F,S,H or permission of the instructor.
Staff, Regular Session

3316 H RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination and application of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of mathematics curriculum for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H and a project proposal approved by the instructor.
C. D. Carlow, Summer Session (offered as required)

3318 S RESEARCH SEMINAR IN MULTILINGUAL/MULTICULTURAL EDUCATION

A critical analysis of research on multilingual/multicultural phenomena intended *(a)* to broaden students' knowledge of advanced research in the area, and *(b)* to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area and course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or con-

current coursework in statistics is required.
J. P. Cummins, Regular Session

3319F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
M. Swain, Regular Session

3320F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly and *B. Kilbourn* (offered as required)

3324F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3328F,S,H SELECTED TOPICS IN THE EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course is a follow-up to 1328F,S,H, Educational Sociolinguistics of Canadian French. It offers an in-depth examination of a limited number of topics introduced in the framework of 1328F,S,H. Students are given the opportunity to carry out research and/or development work based on extensive corpuses of spoken and written Canadian French. The students' work is examined in class. This course is given in French.

Prerequisites: High level of fluency in French and permission of the instructor.
R. Mougeon (offered as required)

3330F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguistics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330F,S,H or equivalent.
S. Lapkin, Regular Session

3332F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

Prerequisite: 1332Y or 1333F,S,H, or permission of the instructor.
J. P. B. Allen, Regular Session (daytime)

3336F,S,H ASPECTS OF THE STUDY OF INTERLANGUAGE IN EDUCATION

This course is intended for students wishing thoroughly to investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.

Prerequisites: 1332Y or 1333F,S,H and 1336F,S,H.
M. Swain, Regular Session

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION
This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime; offered as required)

3347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT
A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
R. Courtney, Summer Session and Regular Session (after hours)

3348 F,S,H ARTS EDUCATION: DRAMA AND ETHNOLOGY
This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material.
R. Courtney, Regular Session (after hours)

3350 F,S,H CURRENT CURRICULUM LITERATURE
This course consists in detailed study and discussion of current curriculum literature in the context of reviewing manuscripts submitted to *Curriculum Inquiry,* Canada's only scholarly curriculum journal. Requirements include critical analysis of the substance of academic papers on a range of curriculum issues, and the development of commentary for the improvement of manuscripts. Evaluation will be on the basis of the adequacy of student performance in analysing and commenting on manuscripts.

Prerequisite: Permission of the instructors.
F. M. Connelly and *R. I. Simon,* Regular Session (daytime)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL
Description as for 1352F,S,H, but at the doctoral level.

3358 F,S,H RESEARCH SEMINAR ON IMPLEMENTING CURRICULUM INNOVATIONS
A seminar examining methodological problems and approaches to research on planned change, improving school effectiveness, and implementing curriculum innovations. Substantive sets of problems for research will be identified, in part, using a model for planned change (see courses 1358, 1359). Alternative methodologies will be assessed for their usefulness in exploring each set of problems.

Students will be encouraged to reflect on their own thesis research in the seminar; ongoing faculty research will also be used to exemplify issues and solutions. Some direct involvement in ongoing research will usually be provided.

Prerequisite: 1358F,S,H or

1359F,S,H or permission of instructor.
K. A. Leithwood (not offered in 1984/85)

3360F,S,H ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focussing on evaluation and for others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360F,S,H or permission of the instructors.
J. Weiss and *M. W. Wahlstrom*, Regular Session (daytime)

3365F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.
E. M. Regan, Regular Session

3380F,S,H RESEARCH SEMINAR IN THE EDUCATION OF MINORITY-GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority-group children and youth in school. Results of school–community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.
G. L. McDiarmid, Regular Session

3381F,S,H SOURCES OF INTENTION IN THE CURRICULUM

Two fundamental aspects of any curriculum, intention and comprehensiveness, are identified in this course. The development of these concepts facilitates an analysis of educational practices according to certain manifest and latent functions in the community for which a curriculum is developed or mandated. Thus the rationales and sociocultural significances of traditional, utopian, psychological, humanistic, and radical intentions in curricula are compared with subsequent consequences of schooling.
G. L. McDiarmid, Regular Session

Note: The following course in the Department of Applied Psychology might also be of special interest to students in Curriculum – 3228F,S,H, The Cultural Effects of Information Media on Human Cognition: Educational Dimensions.

Educational Administration

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(internal functions of school boards and school systems; trustee/administrator relationships; teacher evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
MARK HOLMES, *Ph.D. (Chicago)*
Professor
(effects of education and school characteristics on outcomes; planning change in schools and measuring the effects; examining the relationship between the organization and administration of schools and the larger society)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(multiple realities in organization; power and compliance, roles and performance, change and persistence; the problems of purpose and value; experience and self in organization theory)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor, and Assistant Director (Planning and Resources), OISE
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(management of educational systems; strategic long-range planning; collective bargaining; student information in systems management)

STEPHEN B. LAWTON, *Ph.D. (California at Berkeley)*
Associate Professor
(educational finance and its social, political, and economic contexts; analysis of quantitative data; dissemination and utilization of educational research and innovations)

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Associate Professor
(organizational behavior; school board/teacher collective bargaining; action approaches to the analysis of organizations; study of managerial work; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor
(leadership development for school and college administrators; selection, supervision, and evaluation of personnel; organizational development; administration of change)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications, and Executive Head of Graduate Studies, OISE
(systems approaches to educational planning and management; computer simulation and management-information systems for school-board-level planning, policy analysis, and decision-making)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel; educational management in a period of retrenchment)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor, cross-appointed to Curriculum
(critical pedagogy and cultural studies; hidden curriculum; ideological analyses of materials; and interpretive sociology)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor
(politics and community involvement; policy analysis; the effects of government rules and regulations on schools)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

JOHN E. DAVIS, *Ph.D. (Toronto)*
Associate Professor, and Executive Head, Field Services and Extension, and Head, OISE Central Ontario Centre
(program design, implementation, and evaluation; program organization in small schools; rural education)

PROFESSOR EMERITUS:

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
(grants to school boards; taxation for education; local and central control of education; school law; declining enrolment; French as a minority and second language)

PROGRAMS OF SPECIALIZATION

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:

(a) experience as a school business official or in some other professional role in educational administration;

(b) two letters of recommendation;

(c) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees for each half-course taken should be sent to:

Certificate Program in School Management
Department of Educational Administration, OISE
252 Bloor St. West
Toronto, Ontario M5S 1V6

Fees for the Certificate Program are those specified for the appropriate category of Special Student in the Fees section of this Bulletin, page 22.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:

(a) the core module, 1040F,S,H and 1041F,S,H;

(b) a specialized module, 1017F,S,H and 1031F,S,H;

(c) an elective module, normally including one half-course from the M.Ed. human relations courses – 1012F,S,H, 1023F,S,H, and 1024F,S,H – and one half-course with an educational planning emphasis.

Students may enrol full-time or part-time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one Regular Session; on a part-time basis, in any combination of three Regular or Summer Sessions. Some courses may be available off-campus.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a residence requirement of one term of full-time study (September–December or January–April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact the Graduate Studies Academic Secretary.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 35 to 37, the department requires that, whenever possible, the two letters of reference (page 11) should be written by *(a)* an educational administrator for whom the applicant has worked, and *(b)* a professional colleague.

PROGRAM OF STUDY

Normally, candidates for the M.Ed. degree will be required to take a total of eight half-courses. Candidates who lack a year of professional education for teaching but have relevant professional experience will be required to take ten half-courses.

There is a compulsory common core of the program, and provision for students in the program to have both a reasonable depth and breadth of study in the field of educational administration. The program consists of the following:

(a) the two required common core courses, which will normally be taken first in the students' program:

1040 F,S,H Administrative Problems I: The School System]
1041 F,S,H Administrative Problems II: The School System in Society

(b) two courses in Educational Administration selected from one of the four areas of emphasis listed below;

(c) normally, two additional courses in Educational Administration in an area of emphasis different from that in *(b)*;

(d) elective courses. Students are encouraged to take elective courses related to their interests in other departments in the Institute or in another graduate faculty or department in the University of Toronto.

It is recognized that there may be legitimate reasons for a student to be relieved of some of the requirements of the program.

There are four areas of emphasis in the M.Ed. program.

1. *Management and Planning of Educational Systems*

1017 F,S,H Educational Finance
1031 F,S,H School System Business Administration
1033 F,S,H The Collective Bargaining Process in Educational Organizations
1034 F,S,H Preparation for Collective Bargaining in Education
1035 F,S,H Administration of Collective Agreements in Educational Organizations
1036 F,S,H Planning in Educational Organizations
1037 F,S,H Issues in Planning Educational Systems
1038 F,S,H Systems Analysis Techniques for Educational Planning and Decision-Making
1039 F,S,H Planning of Educational Facilities
3017 F,S,H Economic Problems in Educational Administration
3037 F,S,H Planning in the Management of Educational Organizations
3038 F,S Simulation and Gaming for Educational Decision-Making

2. *Program and Personnel Development*

1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1012 F,S,H Clinical Analysis of the Administrative Process
1016 F,S,H School Program Development and Implementation
1023 F,S,H Interpersonal Relations in School Systems

1024 F,S,H Clinic in Administrative Relationships
1026 F,S,H Evaluation of Professional Personnel in Education
3013 F,S,H Dynamics of Organizational Behavior

3. *Policy in Educational Organizations*
1018 F,S,H The Political Organization of Education
1022 F,S,H The Social Context of Administration
1025 F,S,H Schools and Their Effects on Achievement
1027 F,S,H The Economic Context of Educational Administration
1030 F,S,H The Legal Context of Education
3018 F,S,H Governing Education: A Seminar on Politics

4. *Methodology of Inquiry*
1003 F,S,H Methods of Inquiry into the Social Realities of Schools
1010 Y Research Seminar in Educational Administration

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.ED. AND CERTIFICATE STUDENTS)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Spring terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree program and the Certificate program respectively are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1984 Summer Session and the 1984/85 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

OISE/QUEEN'S COOPERATION IN PETERBOROUGH

A cooperative M.Ed. effort between OISE and Queen's University is being developed for students in Peterborough which will make it possible for each institution to offer a wider variety of courses there than would otherwise be feasible.

For further details, please write:

Graduate Studies Academic Secretary
Department of Educational Administration, OISE
252 Bloor St. West
Toronto, Ontario M5S 1V6

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 11 and 40 to 41, the Department of Educational Administration specifies the following:

(a) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(b) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's

– achievement in identifying and solving educational problems;

– ability to work with people;

– leadership style; and

– awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(a) Ed.D. core seminars, which consist of three half-courses (3040F, 3041F, and 3042H) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Internship in Educational Administration, which may carry a one half-course credit (3044F,S,H) or a two half-course credit (3044F,S,H and 3045F,S,H).

(c) Elective studies, which, depending upon the extent of the internship, consist of three or four half-courses selected to provide an opportunity for concentration in one or two administrative task areas. It is expected that at least one elective course will be taken outside the Department of Educational Administration.

(d) Doctoral thesis.

A student's program of study will normally begin in the Fall term with the three Ed.D. core seminars. During the Spring term the student will undertake elective studies, to be followed by the internship, which will require enrolment during the succeeding Summer Session.

Since the residence requirement may necessitate long-term planning, persons who may wish to begin the program at some time following the next academic year are encouraged to apply as soon as possible. Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the

Ed.D. program in Educational Administration.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

Studies within the program are focussed on organizations, their environment, and people within them who are concerned with the administration and quality of educational programs and activities. These studies will serve those students who, by interest and experience, have a commitment to understanding and improving education through theory and research. While teaching and administrative experience are not required as a condition of admission, they are a desirable preparation. Various areas of study include, but are not limited to:

- Interpretive and Critical Theories of Social Organization
- Educational Politics and Policy
- The Finance and Economics of Education
- Planning for Educational Organizations and Programs in Both the Private and Public Sectors
- Program Development, Evaluation, and Change
- Understanding Personnel and Personal Action in Educational and Other Human Service Organizations
- Collective Bargaining and Law in Education
- Organization Theory and Administrative Behavior

The study of organizations using a variety of research methodologies is fundamental to the program. Other approaches are introduced as appropriate given the student's interests and selection of courses.

DEPARTMENTAL REQUIREMENTS

The M.A. program consists of twelve half-courses and a thesis for students with a B.A. degree and no teacher education; or ten half-courses and a thesis for those with teacher education. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of an appropriate master's degree. For those who have not completed a master's thesis or research project, the completion of a Qualifying Research Paper is required. Students are invited to enrol in course 1003F,S,H or 1010Y to assist in meeting this requirement; however, they should first consult the Program Coordinator. The general admission requirements for M.A. and Ph.D. programs are set out on pages 37 to 39 and 41 to 42 of this Bulletin.

PROGRAM OF STUDY

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration; remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included.

Ph.D.

Ph.D. studies include a major, comprising four half-courses, and two minors of two half-courses each. Credit for one of the minors may be given for courses completed as a master's student. Additional courses may be required if the content of the student's master's degree is not equivalent to the M.A. program in Educational Administration at OISE.

Included within a Ph.D. program

must be at least two advanced-level courses (3000 level) in Educational Administration. Advanced-level courses include: 3001Y Advanced Seminar in Educational Organization and Process; 3013F,S,H Dynamics of Organizational Behavior; 3017F,S,H Economic Problems in Educational Administration; 3018F,S,H Governing Education: a Seminar on Politics; 3038F,S,H Simulation and Gaming for Educational Decision Making; 3040F, Administrative Theory in Educational Problems I: People in Power in Organizations; 3041F, Administrative Theory in Educational Problems II: Analysis, Advocacy, and Action in Policy; 3722Y, Tutorial in Educational Planning Parts I and II (formerly offered in the Department of Educational Planning).

Also included within the program must be a minor of two half-courses in methods of inquiry. To proceed to the thesis stage, a student must demonstrate mastery of methods of inquiry adequate to the thesis problem.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001F,S,H THE SCHOOL AS A SOCIAL INVENTION

Explorations of the experiences of schooling and how these are related to the organizational features of schools and personal ideologies, and the process by which people construe and interpret the social reality of schools.
T. B. Greenfield and *R. I. Simon*, Regular Session

1002F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE

Describing and critically understanding everyday school life: helping students assess and improve educational practice. A wide literature from the social sciences provides the source of ideas about school organization. The seminar requires intensive use of the student's school or organizational setting as an environment for study.
Staff, Regular Session

1003F,S,H METHODS OF INQUIRY INTO THE SOCIAL REALITIES OF SCHOOLS

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration.
S. B. Lawton, Regular Session

1010Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.

Note: Students who are completing their M.Ed. programs and are contemplating doctoral studies are encouraged to enrol in this full course after completion of six half-courses, or equivalent.
S. B. Lawton and staff, Summer Session and Regular Session

1012F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior,

are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
T. B. Greenfield and *D. F. Musella,* Summer Session and Regular Session

1016 F,S,H SCHOOL PROGRAM DEVELOPMENT AND IMPLEMENTATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
Staff, Summer Session and Regular Session

1017 F,S,H EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff, Summer Session and Regular Session

1018 F,S,H THE POLITICAL ORGANIZATION OF EDUCATION

Educational administration and instruction will be explored as political processes. Topics will include the teacher and political action, the principal and interest groups, the politics of curriculum development, and education's relation to political change. Opportunities will be provided for practice in political analysis as well as brokering and advocacy. A primary focus will be professional and public involvement in different levels of governance in present-day Ontario education.
R. G. Townsend and staff, Summer Session and Regular Session

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
Staff, Summer Session and Regular Session

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.

Staff, Summer Session and Regular Session

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT

This course examines school processes and their effects on student achievement. Such factors as the academic climate of the school, streaming, contextual social status, instructional time, and home background characteristics are examined. Particular emphasis is placed on the factors over which the administrator has control or influence.

M. Holmes, Regular Session

1026 F,S,H EVALUATION OF PROFESSIONAL PERSONNEL IN EDUCATION

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

E. S. Hickcox and staff, Summer Session and Regular Session

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.

S. B. Lawton, Regular Session

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.

Staff, Summer Session and Regular Session

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system,

Bill 82, teacher rights, and student discipline.
Staff, Summer Session and Regular Session

1031 F,S,H SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
S. Padro, Summer Session and Regular Session

1033 F,S,H THE COLLECTIVE BARGAINING PROCESS IN EDUCATIONAL ORGANIZATIONS

This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations which illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both for those experienced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.
J. H. House, Summer Session and Regular Session

1034 F,S,H PREPARATION FOR COLLECTIVE BARGAINING IN EDUCATION

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
E. H. Humphreys, Regular Session

1035 F,S,H ADMINISTRATION OF COLLECTIVE AGREEMENTS IN EDUCATIONAL ORGANIZATIONS

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
J. H. House, Summer Session and Regular Session

1036 F,S,H PLANNING IN EDUCATIONAL ORGANIZATIONS

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Topics will include projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, infor-

mation development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions which exist in the educational system.
E. H. Humphreys and *S. Quazi*, Regular Session

1037 F,S,H ISSUES IN PLANNING EDUCATIONAL SYSTEMS

Major current issues in education at the institutional, regional, and national levels of the education system will be examined using systems approaches. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
E. H. Humphreys, Regular Session

1038 F,S,H SYSTEM ANALYSIS TECHNIQUES FOR EDUCATIONAL PLANNING AND DECISION-MAKING

An introductory overview of systems approaches to educational planning and decision-making. Topics to be covered include: systems theory and the systems approach, project planning and scheduling techniques, linear programming, game theory, simulation techniques, Markov Chains, cost-effectiveness analysis, and management information systems. Emphasis will be on concepts, structure, and the application of the techniques. The level of mathematical development of the topics will be minimal: a background of high school mathematics should suffice.
S. Padro, Regular Session

1039 F,S,H SCHOOL SYSTEMS: PLANNING PRACTICUM

The course consists of lectures and a set of planning exercises. It involves common planning tasks arising in the management of school systems – such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment.

One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
E. H. Humphreys and *S. Quazi*, Regular Session

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, M. Holmes, G. T. McLeod, J. G. Scott, and staff, Summer Session and Regular Session

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed

include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the financing of education in Ontario.
E. H. Humphreys, R. G. Townsend, and staff, Summer Session and Regular Session

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 Y ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND PROCESS

Content is similar to that of 1001F,S,H, but at a more advanced level.

Prerequisite: 1001F,S,H.
Staff, Regular Session

3002 F,S,H ADVANCED SEMINAR IN RESEARCH ON EDUCATIONAL ORGANIZATIONS

Content is similar to that of 1002F,S,H, but at a more advanced level.
R. I. Simon, Regular Session

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership – influence, control–cathexis, consensus–conflict, eustress–distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
A. F. Brown, Regular Session

3017 F,S,H ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.
Staff, Regular Session

3018 F,S,H GOVERNING EDUCATION: A SEMINAR ON POLITICS

The class will review the most recent scholarly literature on the roles in educational government of interest groups, professionals, politicians, and the public. Policy processes will be emphasized at the federal, state, and local levels in Canada, Australia, and the United States.

Prerequisite: 1018F,S,H, 3041F, or permission of the instructor.
R. G. Townsend, Regular Session

3037 F,S,H PLANNING IN THE MANAGEMENT OF EDUCATIONAL ORGANIZATIONS

This seminar deals with alternative managerial approaches to system-wide planning in educational organizations at the primary, secondary, and tertiary levels of education. The role of advisory/buffer/intermediary bodies, subsidiary units, faculty associations/federations, and student

and parent associations is examined in the context of information flows and analysis, normative, strategic, tactical, and operational planning of the system, and the interface of the system with government.
E. H. Humphreys, Regular Session

3038 F,S,H SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING

The course will introduce students to concepts and applications of simulation techniques useful for educational decision-making and policy analysis. The course will include simulation model design and evaluation. A variety of materials, both manual and computer based, will be utilized in the course for demonstration of the approach to problem-solving and policy analysis.
S. Padro, Regular Session

3040 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I: PEOPLE AND POWER IN ORGANIZATIONS

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

3041 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II: ANALYSIS, ADVOCACY, AND ACTION IN POLICY

Exploration of practical, productive, and theoretical writings on policy. Orientation to modes of policy argument. Workshop on technical and conceptual skills for analysing and acting on policy problems. Experience in converting messy situations into understandable policy formulations, implementations, and evaluations. Efforts will be made to adjust topics to the interests of those participating in this course.

3042 H ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III: RESEARCH STRATEGIES AND METHODS

Doctoral thesis seminar that provides a forum for the review of research methods both qualitative and quantitative, the definition of research problems, and the development and presentation of thesis ideas.
T. B. Greenfield and *S. B. Lawton*, Regular Session

The above three seminars in Administrative Theory and Educational Problems are designed to shape inquiry throughout the Ed.D. program. Ed.D. students in Educational Administration must enrol in all three seminars concurrently. Prerequisite for other students: enrolment at the doctoral level and permission of the instructor of the particular course.

3044 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
J. G. Scott, April through Summer Session

3045 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044F,S,H.
J. G. Scott, April through Summer Session

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

3722 A,B,Y TUTORIAL IN PLANNING

This tutorial examines problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This course will ordinarily be taken in the second term of residence for Ed.D. students who are continuing in the planning program.

Prerequisite: Permission of the instructors.

(This course was formerly offered in the Department of Educational Planning.)
E. H. Humphreys, S. Padro, and staff, Regular Session

Higher Education Group

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Associate Professor, and Chairperson of the Department
(economic aspects of education; manpower policy and human resource development; retrenchment in higher education; alternatives in higher education)

Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed:
JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor
(public finance and educational policy; comparative education)

BERTRAND L. HANSÈN, *B.A. (Ohio State)*
Associate Professor
(decision-making processes in postsecondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Professor, cross-appointed from Sociology in Education

BERNARD J. SHAPIRO, *Ed.D. (Harvard)*
Professor, and Director of OISE, cross-appointed from Applied Psychology

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director
(institutional and systems planning; forecasting techniques; manpower planning)

RICHARD J. STORR, *Ph.D. (Harvard)*
Professor Emeritus, York University

UNIVERSITY OF TORONTO CROSS-APPOINTMENTS:

P. NIALL BYRNE, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education, cross-appointed from the Faculty of Education, University of Toronto; and University of Toronto Historian

DANIEL W. LANG, *Ph.D. (Toronto)*
Cross-appointed from the University of Toronto, Assistant Vice-President and Director of University Planning and Analysis]

JOHN S. MOIR, *Ph.D. (Toronto)*
Professor, cross-appointed from the Department of History, University of Toronto

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

PROGRAMS OF SPECIALIZATION

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada and abroad. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development). A small department such as the Higher Education Group cannot, of itself, offer concentrations in all such areas of interest. It is expected, therefore, that Higher Education students will take a portion of their programs in departments offering other specializations in fields related to higher education.

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Education with specialization in Higher Education. The general requirements for these degrees are outlined on pages 35 to 42 of this Bulletin.

Students in all programs are required to become familiar with what may be called the foundations of higher education. Applicants with advanced degrees in fields other than education may be required to take at least two half-courses in the history, philosophy, psychology, or sociology of education. These courses might be taken as prerequisites or could be added to the Ed.D. program.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent. Students with relevant experience but without appropriate teacher certification are required to take ten half-courses, two of which will be general foundations courses. Normally all M.Ed. students must take 1803Y, and at least two of the remaining courses will be chosen from among those offered by the Higher Education Group.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course advanced standing granted for teacher training and certification) will also be required to take 1803Y as their first course. In the individual case a student with a highly relevant four-year undergraduate degree may be considered for some reduction in the program requirements. The remaining program will be designed individually with each student. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 40 and 41 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible;

(d) an example of recent writing (e.g., a report, an article, a master's thesis).

Program and Pattern of Study

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree. They normally will include 1803Y and at least two other half-course equivalents in Higher Education;

(b) a thesis reporting the results of a study, the emphasis of which may be either theoretical or applied;

(c) a minimum of two consecutive terms of full-time study: Fall and Spring *or* Spring and Fall. Candidates are encouraged to complete part of their course requirements by part-time study before entering their residence year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses beyond the relevant M.A. degree or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), and shall normally include 1803Y. A thesis is required.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F THE HISTORY OF HIGHER EDUCATION IN CANADA: AN OVERVIEW

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.

R. S. Harris

1802 S RESEARCH SEMINAR IN HIGHER EDUCATION IN CANADA

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1801F may be waived.

R. S. Harris

1803 Y RECURRING ISSUES IN POSTSECONDARY EDUCATION

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

C. Watson and *I. Winchester*

1805 F,S,H THE COMMUNITY COLLEGE

An examination of the development of non-degree-granting institutions and an analysis of the problems which face such institutions.

C. Watson

1806 F SYSTEMS OF HIGHER EDUCATION

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.

C. Watson and *J. R. Mallea*

1807 S SYSTEMS OF HIGHER EDUCATION: PRACTICUM

By means of a set of exercises students will review planning principles and techniques using data relating to Ontario's system of universities and colleges. Each student will then prepare a long-range plan for the solution of a tertiary-level system problem. For this paper, students wishing to use the example of some system other than Ontario's must ensure that appropriate statistics are available.

Prerequisite: 1806F.

S. Quazi

1809F ADMINISTRATION OF COLLEGES AND UNIVERSITIES
A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
B. L. Hansen

1811S INSTITUTIONAL RESEARCH AND PLANNING
A study of the practice of institutional research and planning in colleges and universities. A practicum with an institutional focus which is parallel to the practicum with a systems focus (1807S above).

Prerequisite: 1809F.
S. Quazi

1812F,S,H EDUCATION AND THE PROFESSIONS
An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.

This is a seminar, taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.
C. Watson

1813F,S,H RESEARCH IN THE UNIVERSITY
An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
J. W. Holland and *I. Winchester*

1814F,S,H CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION
A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
Staff

1815F,S,H TEACHING IN INSTITUTIONS OF HIGHER EDUCATION
A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

1816F,S,H CONCEPTIONS OF LEARNING IN HIGHER EDUCATION
An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
Staff

1818F,S,H EDUCATIONAL DEVELOPMENT: STRATEGIES FOR ENHANCEMENT OF THE EDUCATIONAL PROCESS IN POSTSECONDARY INSTITUTIONS
An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
Staff

1820F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1821 S DIVERSITY AND DIFFERENTIATION IN POSTSECONDARY EDUCATION

The course will examine the range of programs and supporting institutional arrangements in postsecondary education, including university, college, and nonformal sectors, and identify factors which contribute to differentation within and between sectors. It will consider diversity and differentiation from the perspective of institutional status, educational philosophy and objectives, delivery mechanisms, program inputs and requirements, and clientele served. Particular attention will be given to the question of why certain areas of study and types of learning experiences are provided by particular postsecondary institutions and how program mix changes over time. The course will use both survey and case study methodologies.
M. L. Skolnik

1822 F THE IDEA OF THE UNIVERSITY

An examination of leading concepts of the primary nature of the university as an institution of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries. A seminar involving selected readings.
I. Winchester and *J. R. Mallea*

1823 S RESEARCH SEMINAR IN THE IDEA OF THE UNIVERSITY

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1822F may be waived.
I. Winchester and *J. R. Mallea*

1824 F,S,H THE PLANNING OF FACILITIES IN HIGHER EDUCATION

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
D. N. Wilson and *S. Quazi*

1840 F,H ECONOMICS OF HIGHER EDUCATION

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H PUBLIC FINANCE AND HIGHER EDUCATION

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of

the environment for educational policy-making.
J. W. Holland

1842S,H HIGHER EDUCATION AND THE LABOR MARKET

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the manpower aspects of planning in higher education. Topics covered include the supply of and demand for educated manpower; employment experience of graduates; the utilization of educated manpower by industry; the use of manpower projections in institutional and system planning; and the development of manpower policy in Canada and Ontario.
M. L. Skolnik

1848S ISSUES AND INNOVATIONS IN GRADUATE EDUCATION

This course will be a seminar on major problems confronting contemporary graduate education in general and on their possible solutions, OISE being considered as a particular case. Issues to be considered in comparative and historical perspective include: access and admissions, advising, residence, administration, curricular structure, the context of graduate education and relations to external communities, assessment of students and faculty, classroom organization, degree and non-degree programs, fiscal concerns, relationship between teaching and research, etc. Participants will prepare and comment on "position papers" that review issues and assess alternative solutions.
I. Winchester

1852F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3806S CASE STUDIES IN COMPARATIVE HIGHER EDUCATION

This is a seminar course designed for students (who will normally have completed 1806F) interested in pursuing the comparative study of higher education in greater detail and depth. Emphasis therefore will be placed on the case-study approach. In 1984/85, case studies of higher education in England and Japan will form the major focus of the course.
J. R. Mallea

3820F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1820F,S,H.
Staff

3840S SEMINAR IN THE ECONOMICS OF HIGHER EDUCATION

This seminar will involve in-depth study of topics of particular relevance in the economics of higher education. The topics will be announced at the beginning of each year.
M. L. Skolnik

3852F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852F,S,H but at the doctoral level.

A number of courses offered by other OISE departments are acceptable in fulfilment of the requirements in Higher Education and for prerequisite work for Higher Education degree programs. For information, consult the staff of the Higher Education Group.

History and Philosophy of Education

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, and Chairperson of the Department, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
CLIVE M. BECK, *Ph.D. (New England)*
Professor
(ethics; values education; values in adulthood; religious education; literature education)

DWIGHT R. BOYD, *Ed.D. (Harvard)*
Associate Professor
(moral education; ethical issues in education; philosophical issues related to gender in education; philosophical psychology)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(history of Canadian education; teacher education; development of educational research)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

DAVID LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor
(critical social theory; phenomenology and hermeneutics in education; philosophy of social sciences and political theory; theory of skills and competence in education)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor, cross-appointed to Sociology in Education
(education in early modern and modern European history; twentieth-century German history; intellectual history and women's history)

ALISON PRENTICE, *Ph.D. (Toronto)*
Professor
(history of Canadian education; nineteenth-century educational history; women's history and education; history of American education)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs except the M.Ed. program require a thesis. Both the Ed.D. and Ph.D. programs require full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined on pages 35 to 42. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

In this department students' programs are individualized, and it is the responsibility of each student to select courses appropriate to his/her interests in consultation with the faculty advisor. Basic requirements for each degree program are outlined below.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

For applicants with teaching certification and experience, the program consists of eight half-courses, four of which must be taken in either History or Philosophy of Education. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section of this Bulletin.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional training and experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in history or philosophy of education from this department may be admitted to an eight half-course program. Applicants with other specializations are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The core program includes two Ed.D. seminars (3490F and 3491S) taken during the year of residence and two Ed.D. practica (3494F,S,H, and 3495F,S,H) arranged in consultation with the faculty advisor. Other practice-oriented courses in the department may be substituted for one or both practica with the advisor's approval.

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two elective half-courses before the resident year.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Qualified applicants who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a one-year program consisting of six half-courses (four of which should be taken in the area of specialization in this department) and a thesis. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses. They are encouraged to submit with their application descriptions or outlines of courses which have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with an M.A. degree in history or philosophy of education or the equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but with no previous graduate courses in history or philosophy of education are normally required to do ten half-courses. Applicants who have related graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article). All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated.

The Ph.D. program is highly individualized. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted on pages 35 to 42.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

History of Women and the Family in Education: D. Levine, A. Prentice, R. R. Pierson. Courses – 1418, 1421, 1422, 1423 (not offered in 1984/85), 1426, 3414, 3421, 3423. (See also "Interdisciplinary Focuses" in family studies and women's studies for other related courses.)

History of Schooling in Canada: W. Brehaut, A. Prentice. Courses – 1403, 1404, 1414, 1416 (not offered in 1984/85), 1417, 1425.

Moral/Values Education: C. M. Beck, D. R. Boyd, J. A. Eisenberg. Courses – 1438, 1441, 1443 (not offered in 1984/85), 1449, 3441, 3443. (See "Interdisciplinary Focuses" section for related courses.)

Philosophy of Literature in Education: C. M. Beck, D. Misgeld, I. Winchester (Higher Education). Courses – 1484, 1485, 3436, 3444.

Critical Social Theory and Critical Pedagogy: D. Misgeld, M. A. Levin. Courses – 1434, 1435, 1436, 1457, 3447. (See "Interdisciplinary Focuses" for further details.)

Other focuses might be in such areas as:

- immigration, ethnicity, and multiculturalism in education
- religious education
- law and social issues in education
- creativity and aesthetics
- working-class education
- developmental epistemology/theories of knowledge
- alternative/cooperative schooling

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or doctoral level. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedule of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies, or in the Department of History and Philosophy of Education.

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson (not offered in 1984/85)

1403 F,S,H HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education,

church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404F,S,H.)
W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS
This is a continuation of 1403F,S,H. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1407 F,S,H MASS EDUCATION IN ENGLISH HISTORY
The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H ELITE EDUCATION IN ENGLISH HISTORY
The upper classes in Britain developed an educational system which served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

1412 F,S,H EDUCATION AND CULTURAL CONTROVERSY
Staff (not offered in 1984/85)

1414 F,S,H ORIGINS OF MODERN SCHOOLING: PROBLEMS IN NINETEENTH- AND TWENTIETH-CENTURY EDUCATIONAL HISTORY
Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
A. Prentice

1416 F,S,H ONTARIO EDUCATION
Staff (not offered in 1984/85)

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION
This seminar course will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teacher, parent, student, and other special interest groups will be examined in relation to the development of education in Canada.
W. Brehaut

1418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION
The question of women's equal access to education has figured importantly in theories of women's emancipation, just as an assumed or proposed limitation on women's education has occupied an important place in ideologies of women's inferiority.

This course will examine some of the major feminist and anti-feminist theoretical writings from the sixteenth century to the present.
R. R. Pierson

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION
Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H SOCIAL HISTORY AND EDUCATION
Staff (not offered in 1984/85)

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: I
An investigation of the social, political, economic, and ideological trends that have affected the role, status, and education of women in Europe and North America since the Renaissance.
A. Prentice

1422 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: I
The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1423 F,S,H EDUCATION AND FAMILY LIFE IN NINETEENTH-CENTURY CANADA
This course has been designed as a continuation of 1422F,S,H. It will be offered in the Spring term and it is hoped that students in the course will already have taken 1422F,S,H or received permission from the instructor. This course will focus on primary research and will be particularly concerned with the utilization of census records as a way of studying the connections between family and education in the larger social context.
D. Levine (not offered in 1984/85)

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION
A historical overview of the educational work undertaken by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS
A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA
An investigation of the history of women in Canada, stressing the political, economic, and social developments which formed the background to changing patterns in women's education and women's role in education. This course is best taken in conjunction with 1421F,S,H, but may be taken independently.
A. Prentice

1428 F,S,H IMMIGRANT AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION
A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus in-

tegration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. M. Troper

1430 F,S,H PHILOSOPHY OF MIND IN EDUCATION
E. C. Olsen (not offered in 1984/85)

1431 F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY
An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430F,S,H, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.
E. C. Olsen (not offered in 1984/85)

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS
This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION
This course focusses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen

1434 F,S,H POLITICAL THOUGHT AND EDUCATION
A general introduction to political thought and social theories significant for education. Topics: the liberal, Marxist, and socialist tradition. Ideas of liberation: Marxism, the Third World, feminism. Relation of these ideas to concepts of schooling and education. Revolution, reform, and education. 1434F,S,H is not a prerequisite for 1435F,S,H, but both courses discuss related issues.
D. Misgeld

1435 F,S,H DEMOCRACY AND EDUCATION
A discussion of social and ethical issues as they arise out of contemporary social and political as well as educational theory. Political theory and social movements. Norms and social reality: an examination with reference to contemporary developments. The challenge to long-standing value beliefs by the Third World and by women. The crisis of industrial society and mass democracy as a context. Implications for social reform through education.
D. Misgeld

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS IN SOCIAL INQUIRY
A seminar course examining some developments in contemporary philosophy and social theory which

analyse the relation between ideology, science, rationality, and social practice. The overall framework will be derived from the critical theory of society, Habermas in particular, and Marxism. Other kinds of inquiry emphasizing the social features of knowledge, such as the phenomenology of Schutz, ethnomethodology, and the philosophy of ordinary language, will be discussed. The project of "a critical pedagogy" will be examined in terms of these discussions.
D. Misgeld

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1438 F,S,H ETHICAL ISSUES IN SCHOOLING

This course deals with selected ethical issues in educational practices, policies, and theories. Among the topics considered will be: the nature of ethics; liberal versus utilitarian conceptions of education; legitimate expectations of teachers; the ethics of socialization; the ethics of open, democratic education; ideological and class dimensions of schooling; labelling and streaming; school discipline; indoctrination and values education; compulsory attendance; relations between school, home, and community; the legitimacy and future of public education.
C. M. Beck

1439 F,S,H GENDER AND EDUCATION: PHILOSOPHICAL ISSUES

This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involving the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, the relevance of gender to educational theory.
D. R. Boyd

1441 F,S,H MORAL EDUCATION

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. Such issues as the following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.
D. R. Boyd

1443 F,S,H VALUES EDUCATION PRACTICUM

This course deals with theoretical and practical problems arising in the conception, organization, and implementation of values education programs. It will begin with an examination of basic theories of value, major ap-

proaches to values education, the moral role of the institution in education, materials and techniques used in values education, and procedures for evaluating programs and exercises. Then the theoretical components of the course will be applied in a variety of school settings at a variety of levels. These may include elementary schools, secondary schools, penal institutions, special education classes, gifted students, or adult groups. The findings of the practica will serve as a basis for designing values education programs.
J. A. Eisenberg (not offered in 1984/85)

1445 F,S,H INDIVIDUALS, SOCIETY, AND EDUCATION: AN EXISTENTIALIST APPROACH
An examination of existential philosophy in relation to social thought. Topics will include: concept of self, identity, life history; notions of institutional order and constraint; the meaning of the existentialist protest against institutional alienation. Modern contemporary education will be used as an example to illustrate these issues.
D. Misgeld

1446 F,S,H THE TEACHER AS PHILOSOPHER
This course starts from the assumption that teachers are already philosophers – i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

1449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS
An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION
A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION
A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social

sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL
Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL
Description as for 1452F,S,H above.

1455 F,S,H THE CULTURE OF THE SCHOOL
A critical examination of the structural features and day-to-day realities of school life from the perspective of teachers, students, and researchers. The relationship of school culture to contemporary North American culture is also considered with particular reference to issues of class, gender, and the ideology of individualism.
M. A. Levin

1456 F,S,H ALTERNATIVE SCHOOLS
An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin (not offered in 1984/85)

1457 F,S,H ANARCHIST AND LIBERTARIAN CRITIQUES OF SCHOOLING
A critical analysis of anarchist and libertarian writings on education, particularly in relation to the state, from the eighteenth century to the present. Among the writings to be considered are those of Godwin, Proudhan, Kropotkin, Tolstoy, Neill, Goodman, Friedenberg, Holt, and Illich. The relationship of these ideas to the "free school" movement of the 1960s will also be considered.
M. A. Levin

1458 F,S,H PROGRESSIVE EDUCATION AND ITS CRITICS
Critical analysis of the basic principles of "progressive education" as set forth by John Dewey and elaborated by his followers in the liberal/progressive tradition. Critiques of progressive educational principles and practices by traditionalists, libertarians, and neo-Marxists will also be discussed.
M. A. Levin (not offered in 1984/85)

1459 F,S,H CREATIVITY AND EDUCATION
The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

1461 F,S,H SPECIAL TOPICS IN HISTORY AND PHILOSOPHY OF EDUCATION
A course that will examine in depth a

topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

1464 F,S,H CANADA AND UNDERDEVELOPMENT
Staff (not offered in 1984/85)

1480 F,S,H RELIGIOUS EDUCATION
An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

1482 F,S,H THE NATURE AND DEVELOPMENT OF RELIGIOUS KNOWLEDGE IN EDUCATION
An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

1484 F,S,H PHILOSOPHY OF LITERATURE AND LITERATURE EDUCATION
This course examines the theory of literature from different philosophical positions (e.g., those of Plato, Aristotle, Northrop Frye) and explores their implications for both philosophy of education and literature education. It provides a philosophical framework for specific approaches to literature, which are applied to works used in the classroom.
Staff

1485 F,S,H LITERATURE AND VALUES EDUCATION
An examination of the complex relationship between literature and values education, including an analysis of the ethical dimension in contemporary literary criticism. Implications for the teaching of literature will be drawn from contemporary schools of values education. The connections between literature studies in schools and the serious study of values will be explored.

Prerequisite: 1441F,S,H or 1443 F,S,H, or permission of the instructor.
J. L. Aitken

1488 F,S,H LEARNING VALUES IN ADULTHOOD
This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C. M. Beck

3414 F,S,H ORIGINS OF MODERN SCHOOLING II: SELECTED TOPICS
Issues in nineteenth-century school history are examined in depth in the context of particular North American regional economies.

Prerequisite: 1414F,S,H.
A. Prentice

3421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: II
Women and education in nineteenth- and twentieth-century Europe and North America. This

course will focus on recent developments and current problems in historical research in this field.

Prerequisite: 1421F,S,H or permission of the instructor.
A. Prentice

3423 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focussed upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: 1422F,S,H or permission of the instructor.
D. Levine

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1428F,S,H or permission of the instructor.
H. M. Troper

3436 F,S,H AESTHETICS AND EDUCATION

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.
Staff

3441 F,H RESEARCH SEMINAR IN MORAL EDUCATION: PART I

3443 S,H RESEARCH SEMINAR IN MORAL EDUCATION: PART II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.
D. R. Boyd

3444 F,S,H PHILOSOPHY, THE HUMANITIES, AND SOCIAL SCIENCE IN EDUCATION

An introduction to contemporary hermeneutic philosophy as a foundation for studies in literature, social science, and curriculum. The concepts of reason and rationality in relation to studies of cultural artifacts, literary works, and social action. Applications for an interpretive methodology to studies in ideology and culture. Relevance for a critical pedagogy.

Prerequisite: Background in philosophy or some familiarity with methodological debates regarding the humanities and social sciences (possibly in curriculum theory).
D. Misgeld

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

Staff (not offered in 1984/85)

3447 F,S,H SOCIAL SCIENCE, IDEOLOGY, AND SOCIAL THEORY IN EDUCATION: I

A seminar course examining the relation between social science and social theory with reference to examples from educational research. Topics may be: conflicts between sociology and psychology; interpretive methods in social science; and concepts of skill, competence, and maturity in education. Critical Social Theory as a metatheory of social science and the place of philosophy in social science.

Prerequisite: 1436F,S,H or 1445F,S,H or 3444F,S,H or permission of the instructor.
D. Misgeld

3448 F,S,H SOCIAL SCIENCE, IDEOLOGY, AND SOCIAL THEORY IN EDUCATION: II

A continuation of 3447F,S,H. Topics are: the concepts of skill, competence, and capacity in critical social theory, philosophy, and applied social science research. Critical Social Theory as a critique of administrative rationalization in industrial societies. The place of philosophy in this critique and in the theory of education.

Prerequisite: 1436F,S,H or 1445F,S,H or 3444F,S,H and 3447F,S,H.

D. Misgeld

3451 F,S,H PROBLEMS ARISING IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

J. A. Eisenberg (not offered in 1984/85)

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453F,S,H but at the doctoral level.

3456 F,S,H RESEARCH SEMINAR IN ALTERNATIVE EDUCATION

An advanced research seminar for students who wish to do research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed.

Prerequisite: 1456F,S,H or permission of the instructor.

M. A. Levin

3461 F,S,H SPECIAL TOPICS IN HISTORY AND PHILOSOPHY OF EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.

Staff

3480 F,S,H RELIGIOUS DIMENSIONS OF SOCIAL ETHICS

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.

Staff (not offered in 1984/85)

3481 F,S,H DEVELOPING RELIGIOUS PERSPECTIVES

In this course a detailed study will be made of the religious perspectives people have adopted with respect to life issues such as suffering, death, meaning in life, authority, community, ecology. Traditional texts, popular views, and faith development literature will be studied. Against this background, curriculum materials on these life issues for possible use in various educational settings will be examined.

C. M. Beck

3490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

Staff

3491 S ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

Description as for 3490F above.

Staff

3494 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494F,S,H.
Staff

Measurement, Evaluation, and Computer Applications (MECA)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(measurement and computers for management decision; systems thinking)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis; logic of inquiry; visual display of data)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Applied Psychology
(educational and psychological testing; vocational theory and career development)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

STACY CHURCHILL, *Ph.D. (London), Diplôme de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, cross-appointed to Curriculum
(computer-assisted instruction in first and second languages; minority-language education and Franco-Ontarian studies)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Associate Professor
(item banking; tailored testing; simulation techniques for evaluating problem-solving; physics, chemistry, and general science achievement)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational outcomes)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, and Head, Educational Evaluation Centre
(data analysis; evaluation; large-scale assessment)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; personal computing)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(psychometrics and analysis of categorical data (dual scaling))

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction; research in instructional and media design)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Administration, and Executive Head of Graduate Studies, OISE

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(courseware evaluation; computer

in-service; software science; teacher evaluation)

IRVIN RUBINCAM, *Ph.D. (Toronto)*
Assistant Professor
(instructional systems development; educational computing policy)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from Curriculum

DORIS W. RYAN, *Ph.D. (Chicago)*
Professor, and Assistant Director (Field Services and Research), OISE
(research on effects of instructional practices on student learning)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

RINA S. COHEN, *Ph.D. (Ottawa)*
Associate Professor, MECA
(innovative computer learning environments; LOGO; artificial intelligence)

GRAHAM F. SCOTT, *B.A. (Toronto)*
Project Director, MECA

HARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director, MECA, and Supervisor of Computing Services Group
(data analysis and statistics; research applications of computers; achievement surveys)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

PETER J. EVANS, *M.Ed. (Toronto)*
Project Director, and Head, OISE Ottawa Valley Centre
(English evaluation: student and program; large-scale assessment of language and writing – elementary, secondary, and postsecondary)

G. PHILIP NAGY, *Ph.D. (Alberta)*
Associate Professor, and Head, OISE Midwestern Centre
(measurement; data analysis; multidimensional scaling)

PROGRAMS OF SPECIALIZATION

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty: Measurement or Evaluation or Computer Applications. Each degree program is available in each of the specialties.

Computer Applications Specialization
This specialty develops knowledge and skills in the application of computers

in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications. These skills may be acquired through non-credit course 1506. Details and enrolment forms for this course are available from the MECA department. Specific applications areas and methodology follow in other 1500-level courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student.

Evaluation Specialization

In this specialty, students develop knowledge and skills in social program evaluation, pupil evaluation, and large-scale assessment of education. Students should plan their program in consultation with staff of the Educational Evaluation Centre. Courses 1660, 1666, and 1520 provide foundation knowledge and skills. Courses 1610 and 1619 will be relevant to some programs, as will courses in other departments – e.g., 1137, Evaluation of Adult Education Programs; 1360, Evaluation of Curriculum and Instruction; and 1363, Curriculum Guidelines and Student Evaluation. At the doctoral level, 3610, Evaluation Methodology and Theory, is required, as is 3666. Students will normally be expected to become involved in an ongoing evaluation project during their residence year(s).

Evaluation of a wide range of social programs is included under "program evaluation," such as health care delivery, labor education, nursery and preschool, manpower training, services to exceptional children, and programs in higher education. Students are expected to acquire knowledge and skill in both qualitative and quantitative methods. Large-scale assessment is a specialty emerging in its own right, incorporating educational program evaluation, and the OISE Educational Evaluation Centre is a recognized leader in the field.

Measurement Specialization

M.A. and Ph.D. programs in this specialty develop researchers in the fields of measurement and quantitative methods and theory. Training is provided in the areas of statistics, test theory, scaling, factor analysis, test development, and research methods appropriate for the design and execution of empirical investigations.

Students who enter the M.A. program in measurement with the intent of pursuing a Ph.D. degree are advised to take the following courses: 1604, 1670, 1680, and 3666. Those students entering the regular Ph.D. program with M.Ed. or M.A. degrees from other universities or other OISE programs should have taken the equivalent of these four courses or plan to take them as part of their Ph.D. program. Ph.D. students ordinarily must take at least four 3600-level courses.

M.A. and Ph.D. students in Measurement are expected by the end of their first year of residence to demonstrate competence in data processing. Successful completion of 1520 or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in certain aspects of matrix algebra and calculus is expected of Ph.D. candidates.

Off-Campus Courses in MECA
The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. The admission requirements for the M.Ed. program are the same for the off-campus courses as for the regular campus program.

Information and application materials for courses to be offered in the 1984 Summer Session and the 1984/85 Regular Session for continuing students will be available from the Office of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

Departmental Requirements
(a) Students may be admitted to the Ed.D. or Ph.D. programs in either Measurement and Evaluation *or* Computer Applications, contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program.

(b) Applicants from outside Canada whose mother tongue is not English should note the requirement on page 12 of this Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted before the student leaves for the University of Toronto.

(c) Prospective Ed.D. candidates should not make arrangements for full-time resident study until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. This does not imply, however, that doctoral students cannot receive credit for 1500- and 1600-level courses, or that master's students cannot take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Course 1520H is applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1500F,S,H, 1503F,S,H, 1505F,H, 1506F,S,H (Non-Credit), 1517F,S,H, 1601F,H (Non-Credit), 1610F,H, 1611F,S,H, 1615S,H, 1660F,S,H, 1666F,S,H, 3666F,S,H.

Please consult the OISE course schedule for actual course offerings.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.
I. R. Rubincam

1501 F,S COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of Computer-Aided Learning: Computer-Assisted Testing, Computer-Managed Instruction, and Computer-Assisted Instruction. Specific topics change each year.
S. Churchill and *W. P. Olivier*

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of the concerns of other computer applications courses, may be as follows: computer technology in education, computers in the classroom, personal computers, courseware evaluation, LOGO, interactive instruction technologies, micros in curriculum, research data analysis and processing, administrative applications, provincial networks, and policy/organizational factors. *Note:* No previous experience required. This is not a programming course, but completion of or concurrent registration in 1506F,S,H or equivalent is highly desirable.
G. S. Tracz, and staff, Summer Session and Regular Session (daytime and after hours)

1505 F,H INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.

Prerequisite: 1503F,S,H.
W. P. Olivier

1506 F,S,H PREREQUISITE SKILLS IN COMPUTER APPLICATIONS (Non-Credit)

Students enrolled in MECA courses who do not have a background in the use of computers are advised to take this ten-session (twenty hours) non-credit course, or to make arrangements to acquire this knowledge. Topics covered include: introduction to the use of the OISE mainframe computer, editing files, text processing, processing of statistical data, and introduction to the BASIC language. Details and enrolment forms are available from the department.
I. R. Rubincam

1509 S EDUCATIONAL TECHNOLOGY AND PRODUCTION DESIGN

A course on film, video, and videodisc and their applications to education. Experience is provided in applying the principles of design and production discussed in class to the development of materials in the studio.
W. P. Olivier

1511 F COMPUTER-ASSISTED LANGUAGE INSTRUCTION: LEVEL I

For teachers of second languages (also of mother tongue French/English). Topics include principles of application, selection of courseware, and personal programming (laboratory work required).

Prerequisite: 1506F,S,H (Non-Credit), 1503F,S,H, or equivalent.
S. Churchill

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming languages, data bases, graphics, and interactive systems as tools for students in curricula other than computer studies. Students will design an application in a curriculum area of their choice.

Prerequisite: 1503F,S,H and 1506F,S,H (Non-Credit).
R. S. McLean and *R. G. Ragsdale*

1516 F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

Topics include structured programming, psychology of computer programming, software science, and the use of programming assignments as a tool in non-computer curriculum areas.

Prerequisite: 1506F,S,H (Non-Credit) or permission of the instructors.
R. S. McLean and *R. G. Ragsdale*

1517 F,S,H PERSONAL COMPUTING AND EDUCATION

Characteristics of microcomputer hardware, software, and peripheral devices and their potential for use in education.

Prerequisite: Some elementary personal computer programming.
R. S. McLean

1520 H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.

Prerequisite: 1666F,S,H or permission of the instructor.
L. D. McLean and *R. G. Wolfe*

1525 S THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro and *G. Tracz*

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A project-oriented seminar. Students will choose an application and study the design process of an appropriate interactive computer system, from feasibility study to implementation.

Prerequisite: 1503F,S,H or 1517F,S,H.
R. S. McLean

3511 S COMPUTER-ASSISTED LANGUAGE INSTRUCTION: LEVEL II

Critical review of language pedagogy as used in current and proposed computer applications with personal project design/execution.

Prerequisite: 1505F,H, 1511F, or permission of the instructor.
S. Churchill

3512 S INTELLIGENT COMPUTER SYSTEMS IN INSTRUCTION AND LEARNING

The implications of research in Artificial Intelligence and Cognitive Science on the development of highly adaptive, intelligent computer-based instructional systems and learning environments. Topics include knowledge representation, expert systems, models for learning, natural language processing, student modelling and diagnosis, computer coaching and tutoring techniques. Some of the major systems developed so far will be critically examined.

Prerequisites: Basic familiarity with computer concepts, plus at least two of the following courses or equivalent: 1500F,S,H, 1501F,S, 1505F,H, 1515F,S,H, 3500F,S,H.
G. S. Tracz and staff

3517 S EVALUATION AND MICROCOMPUTER-BASED CURRICULUM MATERIALS

A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.

Prerequisite: 1517F,S,H or equivalent experience.
R. S. McLean and *R. G. Ragsdale*

3535 S SIMULATION MODELS OF COGNITION AND LEARNING

Information-processing models in the fields of perception, human memory, and language comprehension, and other topics such as artificial intelligence. Recent simulation techniques will be explored and some of the advantages and disadvantages of a simulation approach to psychological modelling will be discussed. Some introductory acquaintance with computers would be an asset.
Staff (not offered in 1984/85)

3551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1551F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)

Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.
R. G. Ragsdale

MEASUREMENT AND EVALUATION COURSES

1601 F,H DESCRIPTIVE STATISTICS (Non-Credit)

Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S,H, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis and *A. Even,* Summer Session (first two weeks) and Regular Session (first five weeks)

1604 S ELEMENTS OF TEST THEORY

Classical test theory, generalizability theory, and latent trait theory. Related discussion of item analysis and test assembly, scoring, and equating.

Desirable background: Completion of or concurrent registration in 3666F,S,H, or equivalent.
R. E. Traub

1610 F,H INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; achievement, aptitude, and other types of measures; marks and marking systems; the evaluation program; recent developments.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
A. Even and *S. B. Khan*

1611 F,S,H EDUCATIONAL AND PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of standardized tests typically used by the guidance personnel in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in the administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
S. A. Alvi and *S. B. Khan*

Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.

1612 F,S,H AFFECTIVE ASSESSMENT IN EDUCATION

Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing and projective techniques), scoring techniques, reliability, validity, educational implications.
S. B. Khan (alternate years; not offered in 1984/85)

1613 F,S,H APPLIED PSYCHOMETRIC METHODS

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

1615 S,H TEST CONSTRUCTION

Development of educational and psychological measuring instruments. These will include classroom tests and other data-gathering instruments.

During this course, students are expected to construct and pretest an instrument.
M. W. Wahlstrom

1619F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION
This course presents non-quantitative alternatives to existing conventional evaluation strategies. Discussion focusses on the different metaphors of evaluation; different views of criticism are applied to the evaluation of programs, processes, and individuals. Examples drawn from anthropological research, literary criticism, art criticism, and naturalistic research will be discussed. Students will be required to integrate theoretical ideas with practical examples.
J. Weiss

1651F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659F,S,H EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION
Each student in this course will identify a "current issue," preferably related to his/her day-to-day work, to be evaluated. The issues so defined will serve as vehicles for developing measurement, statistical, and design concepts essential to an understanding of research literature. The course is designed for students interested in interpreting and evaluating research studies; no prior background in mathematics or science is required, and no computing will be required in the coursework.
H. H. Russell

1660F,S,H INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION
The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis and *A. Even*

1664F MATHEMATICAL STATISTICS
Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.
R. P. Bhargava

1666F,S,H ELEMENTS OF STATISTICS
Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit

theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and one-way classification analysis of variance.
D. F. Burrill, M. D. Ellis, S. B. Khan, S. Nishisato, and staff

1670 F ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES
Introduction to matrix algebra, geometric interpretation of linear combination of variables, projection and orthogonal transformation, principal component analysis, common-factor models, direct and derived solutions, factor scores, and a glance at related multivariate techniques.
S. Nishisato

1675 F MATRIX THEORY WITH STATISTICAL APPLICATIONS
Introduction to matrices and matrix operations; vector spaces; linear independence of vectors; dimension of vector space; linear transformation; matrix of a linear transformation; echelon matrix, rank of a matrix, dimension of a subspace; equivalence; congruence and similarity of matrices; range and kernel of a linear transformation; eigenvectors and eigenvalues; idempotent matrices; determinants; quadratic forms; inner product spaces; orthogonal vector, orthogonal basis; Gram-Schmidt process of orthogonalization; diagonalization of a real symmetric matrix, eigenproblems; generalized inverse.

Prerequisite: Permission of the instructor.
R. P. Bhargava

1680 F ELEMENTS OF SCALING (Pass/Fail)
Practical treatments of popular scaling methods: dual scaling (optimum quantification and analysis of contingency tables, multiple choice, paired comparison, ranking, sorting and rating data), Thurstonian methods of paired comparison, rank-order and successive categories, conjoint scaling, unfolding technique, scalogram analysis, information-theoretic approach to scaling, Likert scaling, metric and non-metric multidimensional scaling.
S. Nishisato

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES
Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis testing for unrestricted and restricted common-factor analysis, rotation methods, and factor-score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
Staff

3605 H ADVANCED TEST THEORY
A seminar on recent advances in test theory.

Desirable backround: 1604S and 3666F,S,H.
R. E. Traub (offered in 1984/85 and alternate years)

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT
Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; situational versus trait theoretical models; personality change; moods and states; method variance and response styles; classification and typologies; clinical versus statistical prediction models.

Prerequisites: 1670F and 3666F,S,H or equivalents, plus a course in personality theory.
Staff

3610S EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610F,H or equivalent.

M. W. Wahlstrom

3621F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to help the inquirer to see some kinds of underlying structure and thus to develop conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale information are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will be expected to apply the techniques mentioned to one or more sets of educational data of interest to them, and thereby to generate conjectures and/or test hypotheses (as appropriate).

D. F. Burrill

3637S ADVANCED SCALING THEORY

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual-difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1680F or permission of the instructor.

S. Nishisato (alternate years; not offered in 1984/85)

3651F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)

Staff

3652F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652F,S,H, but at the doctoral level.

3666F,S,H INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H or equivalent, or permission of the instructors.

R. P. Bhargava and *D. F. Burrill*

3667F ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.

R. P. Bhargava

3668F MULTIVARIATE ANALYSIS WITH APPLICATIONS

Matrix theory; multivariate normal distribution; marginal and conditional distribution; Hotelling T^2; classification problems; principal component analysis; canonical correlations and variates; testing the general linear hypothesis; factor analysis.

Prerequisite: 1664F and 3667F or equivalents, plus some knowledge of matrix theory and calculus, or permission of the instructor.
R. P. Bhargava

3672Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION

Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
A. Even

3673H ED.D. SEMINAR IN EVALUATION PROBLEMS

An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
A. Even

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Educational Evaluation.

3674H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
Staff (alternate years; not offered in 1984/85)

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:
Applied Psychology: 1205H
Curriculum: 1360F,S,H, 1363F,S,H, 3360F,S,H
Educational Administration: 3038F,S,H

Sociology in Education

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor, and Chairperson of the Department, cross-appointed to the Franco-Ontarian Centre
(comparative political economy and education; ideology and consciousness in capitalist and socialist states; alternative social and educational futures)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of reading activities; computer use in language arts; classroom discourse; ethnomethodology; qualitative methodology)

Coordinator of Ed.D. program, to whom inquiries should be directed:
W. GORDON WEST, *Ph.D. (Northwestern)*
Associate Professor, cross-appointed to the Centre of Criminology, University of Toronto
(state policy evaluation; participant observation; Marxist ethnography; children's rights; adolescent culture and ideology; deviance, delinquency, juvenile justice, law, criminology)

PHILIP R. D. CORRIGAN, *Ph.D. (Durham)*
Associate Professor
(applied sociology; historical sociology and cultural studies; state formation and policy; socialist construction; visual analysis; theories of social identity)

MARGRIT EICHLER, *Ph.D. (Duke)*
Professor
(feminist theory and methodology; changes in contemporary families and family policy; stratification)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Professor, and Assistant Director (Academic), OISE
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor
(economics and the political economy of education; Marxist and Third World studies; multiculturalism; Gandhian thought; education and world peace)

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; social stratification)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Professor, cross-appointed to the Higher Education Group
(theory of plural societies, language policies, cultural pluralism and education; comparative studies of education in industrial societies)

MARY O'BRIEN, *Ph.D. (York)*
Associate Professor
(feminist studies in education; political economy of education and the family; hegemony theory)

C. PAUL OLSON, *M.A. (Princeton)*
Associate Professor
(social psychology; socialization;

symbolic interactionism; quantitative and qualitative methods; political sociology theory)

RUTH R.PIERSON, *Ph.D. (Yale)*
Associate Professor, cross-appointed from History and Philosophy of Education

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(children's culture; existentialism, phenomenology, and hermeneutics in the human sciences and education; video ethnography)

DOROTHY E. SMITH, *Ph.D. (University of California at Berkeley)*
Professor
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

GEORGE E. BURNS, *Ed.D. (Toronto)*
Assistant Professor, OISE Midnorthern Centre
(applied research; organizational change process; policy development and school guidance implementation)

PROGRAMS OF SPECIALIZATION

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The development of an individual program is the responsibility of each student. The department offers to students a variety of means of assistance in the articulation and focussing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other departments in the School of Graduate Studies as well as within the Institute.

RESEARCH FOCI

Currently, faculty and student research and interests offer versatile approaches to sociology in education. The current composition of the department provides particular strengths for students who may wish to focus their activities in the following four areas, though it must be stressed that these areas are flexible and interacting emphases rather than rigid enclaves. (In addition to those listed below, a focus in Comparative, International, and Development Education is offered jointly with the Department of Adult Education. This focus is fully described in the Department of Adult Education section of this Bulletin.)

FOCUS ON POLICY AND PRACTICE IN EDUCATION
Courses: 1900, 1902 (not offered in 1984/85), 1903, 1907, 1908, 1926, 1929, 1930 (not offered in 1984/85), 1948, 1960, 1973, 1983 (not offered in 1984/85), 1990, 1995, 3902, 3903, 3911, 3996. A creative variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implica-

tions for practitioners). Faculty include: George Burns, Philip Corrigan, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, John Mallea, Paul Olson, Dorothy Smith, and Gordon West.

FOCUS ON POLITICAL ECONOMY OF EDUCATION

Courses : 1920, 1941, 1950 (not offered in 1984/85), 1951, 1953, 1973, 3940 (not offered in 1984/85), 3953, 3954 (not offered in 1984/85), 3980 (not offered in 1984/85). Theory and methodology of historical materialism; the impact of social class and gender on schooling, and schooling as reproducer of gender and class; the state and education, the impact of economic development and underdevelopment on education, labor markets, the labor process, and skills training. Faculty include: Madan Handa, David Livingstone, Mary O'Brien, Dorothy Smith, and Gordon West.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

Courses: 1928, 1930 (not offered in 1984/85), 1937, 3928, 3932 (not offered in 1984/85), 3934, 3945, 3946. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, Marxist, interpretive, and ethnomethodological perspectives. Faculty include: Philip Corrigan, James Heap, Ronald Silvers, and Dorothy Smith. (For further information consult the "Interdisciplinary Focuses" section of this Bulletin.)

FOCUS ON FEMINIST STUDIES AND GENDER RELATIONS IN EDUCATION

Courses: 1907, 1972, 1973, 3972, 3974 (not offered in 1984/85). Gender studies in the family; feminist theory and epistemology; feminist practice; gender, class, and cultural reproduction. Faculty include: Margrit Eichler, Mary O'Brien, and Dorothy Smith, all of whom are associated with the OISE Centre for Women's Studies which includes the Women's Educational Resources Centre (located in the Department of Sociology in Education) and the journal *Resources for Feminist Research.*

FOCUS ON CRITICAL PEDAGOGY AND CULTURAL STUDIES

Courses: 1908, 1926, 1941, 1953, 3927 (not offered in 1984/85), 3980 (not offered in 1984/85). The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are also offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" section for a fuller description of all current members and courses.) Faculty include: Philip Corrigan, Madan Handa, David Livingstone, Paul Olson, and Gordon West.

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by February 1 if they wish to be considered for an OISE Graduate Assistantship. This department welcomes applicants with diverse but relevant backgrounds which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

The department is currently offering

some sections of existing courses off-campus in Sudbury, Elliot Lake, Peterborough, Hamilton, Timmins, and other locations. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Interested students may obtain descriptions of the current programs by writing to the Chairperson or to the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for admissibility as outlined on pages 11 to 13 and 35 to 42. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900F,S,H.

Faculty liaison for part-time students is John Mallea.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Gordon West. The department strongly encourages prospective Ed.D. applicants to develop their methodological and theoretical competence during their master's programs (e.g., by taking 1960 and 1970).

Information and application materials for off-campus and on-campus courses to be offered in the 1984 Summer Session and the 1984/85 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F,H INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
Staff, Summer Session and Regular Session (after hours)

1902 F DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
Staff, Regular Session (not offered in 1984/85)

1903 F SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

This is a seminar course which em-

phasizes the development of analytical frameworks within which to review the relationship between education and cultural pluralism in contemporary Canadian society. Special attention will be paid to the concept of multiculturalism and related program development and policy-making issues. Topics to be covered include the education of anglophone and francophone minorities, native peoples, and immigrant groups with particular reference to language, curriculum, and teachers.
J. R. Mallea, Regular Session (after hours)

1907F CHANGES IN FAMILIES AND POLICY CONSEQUENCES FOR GOVERNMENT AND EDUCATION

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session (daytime)

1908S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff, Regular Session (after hours)

1909F PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
M. Fullan, Regular Session (offered alternately with 3911F; not offered in 1984/85)

1910S SOCIOLOGY AND THE WORKING TEACHER

This course will study the uses of sociological perspectives and techniques in the understanding of the work situation of teachers with regard to the social impact of selected social problems, such as declining enrolment, unemployment, teacher strikes, racial tension. The emphasis will be on the classroom situation, the school organization, and the social role of education.
Staff, Regular Session (after hours; may be offered in 1984/85)

1913F,S,H PEACE PARADIGM AND PEACE PEDAGOGY

What is the Pedagogy of Peace? What are the implications of this pedagogy for educational practice? These are the two major themes of this course. The course will begin with a critical examination of the existing educational pedagogies – the liberal and radical/emancipatory – and the broader social paradigms (the bourgeois and the Marxist) from which these two pedagogies are derived. The main focus of the course will be on the paradigm shift from the existing two paradigms and toward a "peace

paradigm" and its educational implications.
M. L. Handa, Regular Session (after hours)

1920 F COMPARATIVE SOCIALIZATION, ADOLESCENCE, AND EDUCATION

An examination of various socialization theories with an emphasis upon individual agents of socialization inside and outside the school. Examples from pre-industrial, "underdeveloping," and Western societies (including Canada) will be used to explore the social determinations of adolescence in historical and cross-cultural perspective (e.g., gender distinctions, age-based legal statuses, economic and labor-market contexts, secondary and vocational schooling, youth subcultures).
W. G. West, Regular Session (after hours)

1926 H STUDENT DEVIANCE AND SCHOOL RESPONSE

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
W. G. West, Summer Session

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form – news, data, records, etc. – through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
Staff, Regular Session (after hours; may be offered in 1984/85)

1930 F SOCIOLOGY OF READING ACTIVITIES

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach which accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (not offered in 1984/85)

1937 F SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society. The course will examine video and film recordings of children and adult–child conversations and will include the topic of children's art.
R. J. Silvers, Regular Session (after hours)

1941 F COMPARATIVE EDUCATION: THIRD WORLD EDUCATIONAL ALTERNATIVES

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. Based on this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education which has emerged as a part of the process of capitalist development.
M. L. Handa, Regular Session (after hours; offered alternately with 3954F)

1948 F SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and will examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. L. Handa, Regular Session (after hours)

1950 F MARXISM AND EDUCATION I

Courses 1950F and 1951F will constitute an introduction to students focussing on dialectical materialism and education. This course will introduce the perspective, method, and concepts of Marxist thought; the main concern will be with the writings of Marx himself, although his major forebears, elaborators, and critics will also be treated. Emphasis in all cases will be on the applicability of this mode of critical analysis to the study of educational theory and practice.
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. E. Smith,* Regular Session (not offered in 1984/85; offered alternately with 1951F)

1951 F MARXISM AND EDUCATION II

An examination of the Marxist proposition that educational process is conditioned and educational reform limited by the political economy of a given society. Topics will include: class relations; modes of production; surplus value and accumulation; commodity fetishism; correspondence between stratification in the labor market and the school system; the educated unemployed; education and inequality. Throughout the course we shall keep in mind the status of capitalism as a national and world order, and its current state of crisis. (Students are strongly urged to take 1950F, Marxism and Education I, prior to this course.)
D. W. Livingstone and *M. O'Brien,* Regular Session (after hours; offered alternately with 1950F)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with a general

analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns – including interview surveys, oral histories, and conscientization – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session (after hours)

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff, Regular Session (after hours)

1962 F SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (not offered in 1984/85)

1970 S SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
M. O'Brien, Regular Session (after hours)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This course deals with the social relations of contemporary women and men, in the family, in the work place, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on feminist studies. This course is an acceptable prerequisite to 3972S.
M. Eichler, Regular Session (after hours)

1973 S WOMEN AND THE EDUCATIONAL SYSTEM

An examination of the situation of women in contemporary society with special reference to the educational process. Special emphasis will be placed on developing strategies for initiating changes in educational systems and elsewhere, and on methods of research into relevant background contents. This course is an acceptable prerequisite to 3972S.
M. O'Brien, Regular Session (after hours)

1983 S STAFF RELATIONS AND STAFF DEVELOPMENT IN THE SCHOOL SYSTEM

Particular emphasis will be placed on problematic aspects of staff relations, including professionalization/unionization issues and the collective bargaining process. The negotiation process and conflict resolution will be a major focus of the

course. Staff relations will be treated from a general sociological perspective. Comparisons will be made with other occupational groups, and possible future changes in school staff roles and relations will be discussed.
Staff, Regular Session (not offered in 1984/85)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION
A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session

1990 S APPLIED SOCIOLOGICAL FIELD RESEARCH IN EDUCATION
The general objective of this course is to train students to generate and utilize sociological knowledge through participant observation in the practical work of an educational or other field setting. Via student field projects, the utility of applied participant observation will be examined in the light of pragmatism, policy research, and neo-Marxism.
Staff, Regular Session (after hours)

1995 F PRACTICUM IN SOCIOLOGY IN EDUCATION: I
Field experience in applying sociological knowledge and methods to educational issues, combined with an overview of various applied methodologies. Project design and implementation and research/development internships will be planned in consultation with faculty and field personnel. The course may be designed in relation to the potential problems of one's work in the educational system. Required for all Ed.D. students.
P. R. D. Corrigan, Regular Session (daytime)

3902 F EDUCATIONAL SYSTEMS AND SOCIAL CHANGE
The changing relationship between education and other major institutions of Canadian society is examined for the period 1945–75. Specifically, attention is focussed on changing relationships between education and employment, education and equality of opportunity in society, education and social mobility, and education and changes in social attitudes and values. Some fundamental problems facing the future of education are also examined, including declining enrolments, surplus teaching staff, reduced government funding, and changing public attitudes toward the value of education.
E. B. Harvey, Regular Session (after hours)

3903 S MULTIRACIAL AND MULTICULTURAL EDUCATION IN COMPARATIVE PERSPECTIVE
This seminar course will analyse the theoretical and practical assumptions underlying contemporary policy and practice in multiracial and multicultural education in the U.K., the U.S.A., and Australia. A variety of theoretical approaches and typologies will be identified and compared. Detailed consideration will be given to the implications of these discussions for current educational policy and practice in Canada.
J. R. Mallea, Regular Session (after hours)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES
This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educa-

tional change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
M. Fullan, Regular Session (after hours; offered alternately with 1909F)

3927S ISSUES IN EDUCATION, DEVIANCE, AND LEGITIMACY
A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research, etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
W. G. West, Regular Session (not offered in 1984/85)

3928S STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE
This course is intended for students who are interested in mastering the social organization of knowledge as a method of inquiry. It deepens the consideration of ideology and explores the method of the social organization of knowledge with reference to relevant theory. The potentiality of the approach as a research strategy is developed and students are introduced to textual analysis as one major research procedure in the field.

Prerequisite: 1928F or permission of the instructor.
D. E. Smith, Regular Session (daytime)

3930S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS
This course uses data from a variety of societies – both "developed" and "developing" – to identify factors which may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors which may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J. P. Farrell, Regular Session (after hours)

3932S ETHNOMETHODOLOGY IN EDUCATION
The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap, Regular Session (not offered in 1984/85)

3934S ANALYSING CLASSROOM DISCOURSE
This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap, Regular Session (not offered in 1984/85)

3940S COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING
A comparative study of modes of production, modes of government,

and modes of education and of their interrelations. First, pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities theoretically postulated. Then case-study materials will be examined to test these postulates in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.

Prerequisite: 1950F or permission of the instructor.
D. W. Livingstone, Regular Session (not offered in 1984/85)

3945 F EXISTENTIALIST ISSUES AND PHENOMENOLOGICAL INQUIRY IN SOCIOLOGY AND EDUCATION

Existentialist issues are addressed through an analytic phenomenology which seeks to uncover and conceptualize an understanding of the experience of everyday life. The place and relationship of the researcher is considered dialectically in reference to those studied, to the analysis itself, and to the knowledge formed. The course explores various existential phenomenologies in social science and philosophy as theoretical concerns and as practices of inquiry.

Prerequisite: Permission of the instructor.
R. J. Silvers, Regular Session (daytime)

3946 S RESEARCH SEMINAR IN EXISTENTIALIST PHENOMENOLOGICAL SOCIOLOGY AND EDUCATION

Investigative and analytic research problems are explored within an existentialist phenomenological approach in sociology and education. The formulation and practices of this perspective are addressed through an examination of the seminar members' ongoing research and current theses.

Prerequisite: 3945F or permission of the instructor.
R. J. Silvers, Regular Session (daytime)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3953 F CANADIAN POLITICAL ECONOMY AND EDUCATION

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
Staff, Regular Session (after hours; may be offered in 1984/85)

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.
M. L. Handa, Regular Session

(offered alternately with 1941F; not offered in 1984/85)

3970S ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

The course reviews a series of selected paradigmatic models and their applications to education. Within these analytical frameworks the issue of how theory may be applied will be examined with special attention paid to questions of knowledge construction and of inequality (especially issues of race, class, and gender). The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work. Formulation of thesis topics and problems will be discussed, with the student's major working paper for the course to be formulated around the relationship of a chosen theory or theories to a problem of special interest to the student.
Staff, Regular Session (daytime)

3972S ADVANCED RESEARCH SEMINAR ON FEMINIST THEORY, METHODOLOGY, AND EDUCATION

This seminar will focus on current theoretical advances in the study of women and society, exploring feminist theory and methodology as they relate to education with emphasis on elaborating general criteria for a non-sexist methodology. A different area will be selected each year for intensive treatment.

Prerequisite: 1972F, 1973S, or permission of the instructor.
M. Eichler, Regular Session (daytime)

3974Y EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT

The course will consist of an examination of the work of selected social thinkers such as Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender-role differentiation.
M. O'Brien, Regular Session (not offered in 1984/85)

3980S RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
M. L. Handa and *D. W. Livingstone,* Regular Session (not offered in 1984/85)

3984F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3996S PRACTICUM IN SOCIOLOGY IN EDUCATION: II

To be used to develop theoretical and methodological sophistication in regard to each student's particular field project. This will normally entail regular study and consultation with a faculty member in the student's substantive topic area. Required for all Ed.D. students.
P. R. D. Corrigan, Regular Session (after hours)

Note: The following course in the Department of Adult Education might also be of special interest to students in Sociology in Education: 1139F,S,H Introduction to Comparative, International, and Development Education.

Special Education

PETER LINDSAY, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children)

Graduate Studies Academic Secretary:
ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, and Coordinator, OISE Psychoeducational Clinic
(instructional systems design; theories of consciousness and learning; journal writing and reflection; microcomputer applications in education)

Admission inquiries should be addressed to:
CAROL M. REICH, *Ph.D. (Michigan)*
Associate Professor
(hearing impairment; program evaluation; communication disorders; acceptance of exceptional persons)

IAIN DAVIDSON, *Ph.D. (Toronto)*
Assistant Professor
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(development of intervention prognosis for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders)

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; children's spatial representation; research design and evaluation)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(principles of educational assessment; cognitive education and modifiability; issues in special education)

JUDITH WIENER, *Ph.D. (Michigan)*
Assistant Professor
(social skill development in learning disabled children and adolescents; translation of assessment results into programming; the consulting process)

ANNE KEETON WILSON, *Ph.D. (Toronto)*
Associate Professor
(assessment of exceptional students; cognitive development and socio-cultural factors in learning; policies and practices in special education delivery)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, OISE Northeastern Centre, cross-appointed to Applied Psychology

ASSOCIATED INSTRUCTORS:

GORDON BERGMAN, *Ph.D. (Michigan State)*
Director, Special Education Branch, Ministry of Education, Ontario (seconded to OISE, Department of Special Education)

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychoeducational Specialist, Learning Clinic, Hospital for Sick Children, Toronto

ARNOLD RINCOVER, *Ph.D. (California at Santa Barbara)*
Research Fellow, Surrey Place Centre, Ministry of Community and Social Services, Ontario

JOANNE ROVET, *Ph.D. (Toronto)*
Research Psychologist, Psychology Department, Hospital for Sick Children, Toronto

SANDRA SHINER, *Ph.D. (Toronto)*
Counselling and curriculum specialist

CONFIDENTIALITY OF STUDENT FILES

Students of the Department of Special Education have access to their own personal files in the department. All letters of reference about a student applying for admission to the department may be seen by that student unless the external agency requests otherwise.

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis.

Students who have an Ontario Teacher's Certificate will find many courses in the Department of Special Education which have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. All of the programs in the department have the dual objectives of broadening the student's general background in special education and developing specialized knowledge in at least one area of concentrated study.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from candidates regarding their background, career goals, and expectations from the program. Also required are two professional and two academic letters of reference. A candidate's file must be complete before it can be reviewed. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of

proficiency in three skills areas:
(a) current issues in special education,
(b) assessment and programming for exceptional students,
(c) interpretation of research in special education.

In addition, practicum training will ordinarily be expected.

Courses necessary to meet these requirements are to be selected in consultation with the faculty advisor. They must include at least four half-courses in the Department of Special Education. The remaining courses may be chosen from other departments of OISE or from other graduate departments at the University of Toronto. Students are also encouraged to participate in colloquia and informal research meetings organized by the department.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the education system. However, under exceptional circumstances, students without a teaching background may also enrol in this program.

Students enrolling in the M.Ed. program are usually expected to have some undergraduate coursework in areas relevant to the helping professions. If this is not the case, two courses will usually be required in addition to the regular degree program. The particular courses will be decided in consultation with the faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue either a research career or a professional career in clinical work with exceptional persons in a wide variety of settings. The usual entrance requirement is a four-year B.A. degree in a relevant social or behavioral science. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Special Education encompassing those skills areas noted above. The master's thesis is a formal research project that is carried out under the supervision of two faculty members, one of whom must be from the department. The student is responsible for selecting a thesis topic and for formalizing a working thesis committee of two faculty members. Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research. The completed M.A. thesis must be presented at a departmental seminar.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have demonstrated their practical capabilities in special education, and who intend to continue their professional careers as field-oriented leaders in this area. Students with the M.Ed. degree who wish to proceed to doctoral studies in Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have the M.A. degree.

Students applying to the Ed.D. program are required to submit their master's thesis, or to complete a Qualifying Research Paper, prior to registration in the program. In the latter case, those intending to apply for doctoral study should contact the Graduate Studies Academic Secretary in the department as soon as possible regarding the requirements of the QRP. The very latest this contact should be made is at the time of formal application for admission to the program.

Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. Candidates are encouraged to take as many of their courses as possible on a part-time basis prior to their year of residence. The exceptions are the doctoral proseminar courses, which must be taken during the year of residence.

As part of the program, students will be required to take at least four half-courses in the Department of Special Education including courses in research design and the doctoral proseminars, plus a course in intermediate statistics.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. program in Education with specialization in Special Education is designed for those who wish to pursue a career in university teaching and research, or other positions that require leadership skills in research and evaluation. The program for such students would emphasize the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine special education courses with courses in psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Special Education and have completed a thesis. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 41 to 42.

Students will be expected to take at least four half-courses in the Department of Special Education.

Students who do not have sufficient statistical and research background will be required to take additional courses in the doctoral program.

Other coursework will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 127, 128, 129, 327, 328, or 329. A major proportion of the courses listed below will be offered in the evening from 5:30 to 8:30 p.m.

1274 F,S,H RESEARCH PLANNING IN SPECIAL EDUCATION
The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.
J. Kershner, R. McIntyre, and *P. Lindsay*, Regular Session

1280 F,S,H EXCEPTIONAL CHILDREN AND YOUTH
A critical analysis of current issues related to special education philosophy, practice, and administration.
Staff, Summer Session; *G. Bergman, C. Reich, H. Silverman,* and *A. Wilson*, Regular Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER
The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counselling.
D. Shipe and *R. MacIntyre,* Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF
The psychology of deafness and hearing impairment in children and adolescents; curriculum adaptations; instructional methods; language and communication; educational programs in school, hospital, and the home; counselling of parents and pupils.
C. Reich, Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED
The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
Staff, Regular Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION
Behavior disorders in children and young people – e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
Staff, Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES
Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
Staff, Summer Session; *A. Wilson* and *J. Wiener*, Regular Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS
A critical evaluation of the approaches which are typically employed in the education of disabled students in secondary schools. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
Staff, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS

This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.

R. MacIntyre and staff, Summer Session and Regular Session

1288 F,S,H SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements for two terms (Regular Session) and for six weeks (Summer Session) by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, especially the functioning of individual children in these settings, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.

Staff, Summer Session and Regular Session

1289 F,S,H TEACHING AND COUNSELLING STRATEGIES FOR THE GIFTED

Analysis of specific teaching strategies for the gifted. Theoretical and practical experience in areas of counselling gifted students and their parents.

Prerequisite: 1283F,S,H or permission of the instructor.

Staff, Summer Session and Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.

Staff, Regular Session

1291 F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1295F,S,H, which is normally conducted on a tutorial basis.)

Staff

1292 F,S,H EDUCATIONAL ASSESSMENT AND PROGRAMMING

This course aims to bring students to an understanding of various notions of educational assessment and its relation to programming. The function of assessment and programming in the work of teachers of exceptional children will be the focus. Emphasis is placed on critical analysis of assessment procedures including tests and written reports, on developing a clear theoretical framework on which to base criteria for sound procedures, and on the procedures themselves. The course does not attempt to teach students how to administer psychological tests. A practicum component is included.

A. Wilson and *H. Silverman*, Summer Session and Regular Session

Note: Students who require specific training in standardized tests should note that a section of 1216 will be given for students in Special Education. Instructors: *R. MacIntyre* and *D. Shipe.*

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

Introductory course in the critical evaluation of reports in special education, and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in special education, and the importance of theory development in both basic and applied research.

J. Kershner and *P. Lindsay,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of the skills necessary for individualized instruction of exceptional children: definition of objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.

Prerequisite: 1292F,S,H or permission of the instructor.

R. MacIntyre and *J. Wiener,* Summer Session and Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations.

Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: INTERMEDIATE LEVEL

The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized intelligence tests and achievement tests, as well as other standardized tests and rating scales. A heavy practicum component will be included.

Prerequisite: 1292F,S,H.

Staff, Regular Session

1298 F,S,H PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children, along with practical experience ranging from visits to schools, classes, and agencies to individual work with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.
Staff, Regular Session (offered as required)

1299F,S,H THE EDUCATIONAL IMPLICATIONS OF LANGUAGE AND COMMUNICATION DISORDERS

This course will cover atypical patterns of language acquisition in children with language delay, including those who are retarded, deaf, autistic, and learning disabled. The focus will be on the acquisition of a primary system of communication rather than literacy, and will cover alternatives to spoken language, such as sign and blissymbolics. Various approaches to teaching language will be examined for their appropriateness to different types of language problems.
C. Reich, Summer Session and Regular Session

3280F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.
J. Kershner, Regular Session

3286F,S,H NEUROPSYCHOLOGY OF LEARNING DISABILITY

An introduction to the theoretical foundations of cerebral hemisphere asymmetries. Research will be reviewed and basic pilot studies in perceptual laterality will be planned and conducted. The main purpose is to clarify current methodological and theoretical issues. Implications for learning disability will be discussed whenever appropriate. The course will emphasize basic research and theory, rather than applied issues.
J. Kershner, Regular Session

3292F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING: ADVANCED LEVEL

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal. The course includes a variety of procedures such as testing and interviewing, and places assessment procedures in the educational context.

Prerequisite: Permission of the instructors.
R. MacIntyre and *D. Shipe,* Regular Session

3295F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295F,S,H, but at the doctoral level.

3296F PROSEMINAR IN SPECIAL EDUCATION: PART I
3297S PROSEMINAR IN SPECIAL EDUCATION: PART II

These two courses provide in-depth study of special topics in special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of education of exceptional children.
Staff, Regular Session

3298F,S,H SPECIAL TOPICS IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1291F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3295F,S,H, which is normally conducted on a tutorial basis.)
Staff

Academic Staff

(As of January 1, 1984)

ABBEY, DAVID S., *Adult Education*
AITKEN, JOHAN L., *Curriculum*
ALEXANDER, WILLIAM E., *Adult Education*
ALLEN, J. PATRICK B., *Curriculum*
ALVI, SABIR A., *Measurement, Evaluation, and Computer Applications*
ANDERSON, ROBERT*, *Curriculum*
BECK, CLIVE M., *History and Philosophy of Education*
BEREITER, CARL, *Applied Psychology*
BERGMAN, GORDON*, *Special Education*
BERK, LEONARD, *Curriculum*
BHARGAVA, RAGHU P., *Measurement, Evaluation, and Computer Applications*
BIEMILLER, ANDREW J., *Applied Psychology*
BOYD, DWIGHT R., *History and Philosophy of Education*
BREHAUT, WILLARD, *History and Philosophy of Education*
BRISON, DAVID W., *Applied Psychology*
BROWN, ALAN F., *Adult Education*
BRUNDAGE, DONALD H., *Adult Education*
BURNS, GEORGE E., *Sociology in Education*
BURRILL, DONALD F., *Measurement, Evaluation, and Computer Applications*
BYRNE, P. NIALL, *Higher Education*
CANALE, MICHAEL, *Curriculum*
CAPLAN, PAULA J., *Applied Psychology*
CARLOW, CHESTER D., *Curriculum*
CASE, ROBBIE, *Applied Psychology*
CASSIE, J. R. BRUCE, *Applied Psychology*
CHRISTENSEN, CLIFFORD M., *Applied Psychology*
CHURCHILL, STACY, *Measurement, Evaluation, and Computer Applications*
COHEN, RINA S.*, *Measurement, Evaluation, and Computer Applications*
CONNELLY, F. MICHAEL, *Curriculum*
CORRIGAN, PHILIP R. D., *Sociology in Education*
COURTNEY, RICHARD, *Curriculum*
CUMMINS, JAMES P., *Curriculum*
DARROCH, VIVIAN, *Applied Psychology*
DAVIDSON, IAIN, *Special Education*
DAVIE, LYNN E., *Adult Education*
DAVIS, JOHN E., *Adult Education*
DRAPER, JAMES A., *Adult Education*
EICHLER, MARGRIT, *Sociology in Education*
EISENBERG, JOHN A., *History and Philosophy of Education*
ELLIS, M. DORMER, *Adult Education*
EVANS, PETER J., *Measurement, Evaluation, and Computer Applications*
EVEN, ALEXANDER, *Measurement, Evaluation, and Computer Applications*
FARRELL, JOSEPH P., *Adult Education*
FISCHER, MARTIN A.*, *Curriculum*
FLINT, BETTY M.*, *Applied Psychology*
FULLAN, MICHAEL, *Sociology in Education*
GAMLIN, PETER, *Applied Psychology*
GARBER, MALCOLM, *Special Education*
GREENFIELD, THOMAS B., *Adult Education*
GRIFFIN, VIRGINIA R., *Adult Education*
GUTTMAN, MARY A. JULIUS, *Applied Psychology*
HANDA, MADAN L., *Sociology in Education*
HANSEN, BERTRAND L., *Higher Education*
HARRIS, ROBIN S., *Higher Education*

HARVEY, EDWARD B., *Sociology in Education*

HEAP, JAMES L., *Sociology in Education*

HENDERSON, KENT, *Applied Psychology*

HERMAN, REG, *Adult Education*

HICKCOX, EDWARD S., *Adult Education*

HOLLAND, JOHN W., *Higher Education*

HOLMES, MARK, *Adult Education*

HOUSE, JOHN H., *Adult Education*

HUMPHREYS, EDWARD H., *Adult Education*

HUMPHRIES, THOMAS W.*, *Special Education*

HUNT, DAVID, *Applied Psychology*

IRONSIDE, DIANA J., *Adult Education*

JOSEFOWITZ, NINA, *Applied Psychology*

KERSHNER, JOHN R., *Special Education*

KHAN, SAR B., *Measurement, Evaluation, and Computer Applications*

KILBOURN, BRENT S., *Curriculum*

LANG, DANIEL W., *Higher Education*

LAPKIN, SHARON, *Curriculum*

LAWTON, STEPHEN B., *Adult Education*

LEITHWOOD, KENNETH A., *Curriculum*

LERNER, PAUL*, *Applied Psychology*

LEVIN, MALCOLM A., *History and Philosophy of Education*

LEVINE, DAVID, *History and Philosophy of Education*

LINDSAY, PETER, *Special Education*

LIVINGSTONE, DAVID W., *Sociology in Education*

MACINTYRE, ROBERT B., *Special Education*

MACLEOD, BETTY B., *Adult Education*

MALLEA, JOHN R., *Sociology in Education*

MCDIARMID, GARNET L., *Curriculum*

MCLEAN, LESLIE D., *Measurement, Evaluation, and Computer Applications*

MCLEAN, ROBERT S., *Measurement, Evaluation, and Computer Applications*

MCLEOD, GERALD T., *Adult Education*

MIEZITIS, SOLVEIGA, *Applied Psychology*

MILLER, JOHN, *Curriculum*

MISGELD, DIETER, *History and Philosophy of Education*

MOIR, JOHN S., *Higher Education*

MOUGEON, RAYMOND, *Curriculum*

MUSELLA, DONALD F., *Adult Education*

NAGY, G. PHILIP, *Measurement, Evaluation, and Computer Applications*

NASH, B. CHRISTINE, *Applied Psychology*

NISHISATO, SHIZUHIKO, *Measurement, Evaluation, and Computer Applications*

O'BRIEN, MARY, *Sociology in Education*

OLIVIER, WILLIAM P., *Measurement, Evaluation, and Computer Applications*

OLSEN, E. CHRISTOPHER, *History and Philosophy of Education*

OLSON, C. PAUL, *Sociology in Education*

OLSON, DAVID R., *Applied Psychology*

ORME, MICHAEL, *Applied Psychology*

PADRO, SUSAN, *Adult Education*

PALEF, SANDRA, *Applied Psychology*

PASS, LARRY E., *Applied Psychology*

PHILIPP, RUDOLPH L.*, *Applied Psychology*

PIERSON, RUTH R., *History and Philosophy of Education*

POLLACK, HERBERT B.*, *Applied Psychology*

POPP, LEONARD*, *Curriculum*

PRENTICE, ALISON, *History and Philosophy of Education*

QUARTER, JACK, *Applied Psychology*

QUAZI, SAEED, *Higher Education*

RAGSDALE, RONALD G., *Measurement, Evaluation, and Computer Applications*

RAINSBERRY, FREDERICK B., *Curriculum*

REGAN, ELLEN M., *Curriculum*

REICH, CAROL M., *Special Education*

RIDEOUT, E. BROCK, *Adult Education*

RINCOVER, ARNOLD*, *Special Education*

ROBINSON, FLOYD G., *Curriculum*
ROCKHILL, KATHLEEN, *Adult Education*
ROSS, JOHN A., *Curriculum*
ROTHMAN, ARTHUR I., *Higher Education*
ROVET, JOANNE*, *Special Education*
RUBINCAM, IRVIN, *Measurement, Evaluation, and Computer Applications*
RUSSELL, H. HOWARD, *Curriculum*
RYAN, DORIS W., *Measurement, Evaluation, and Computer Applications*
SCHERER, SHAWN*, *Applied Psychology*
SCOTT, GRAHAM F., *Measurement, Evaluation, and Computer Applications*
SCOTT, J. GLENN, *Adult Education*
SHAPIRO, BERNARD J., *Applied Psychology*
SHINER, SANDRA*, *Special Education*
SHIPE, DOROTHY, *Special Education*
SILVERMAN, HARRY, *Special Education*
SILVERS, RONALD J., *Sociology in Education*
SIMON, ROGER I., *Adult Education*
SKINNER, HARVEY A.*, *Measurement, Evaluation, and Computer Applications*
SKOLNIK, MICHAEL L., *Higher Education*
SMITH, DOROTHY E., *Sociology in Education*
STERN, HANS H., *Curriculum*
STINSON, ROBERT H., *Curriculum*
STORR, RICHARD J.*, *Higher Education*
SULLIVAN, EDMUND V., *Applied Psychology*
SWAIN, MERRILL K., *Curriculum*
THOMAS, ALAN M., *Adult Education*
TOUGH, ALLEN M., *Adult Education*
TOWNSEND, RICHARD G., *Adult Education*
TRACZ, GEORGE S., *Measurement, Evaluation, and Computer Applications*
TRAUB, ROSS E., *Measurement, Evaluation, and Computer Applications*
TROPER, HAROLD M., *History and Philosophy of Education*
TURRALL, GRAHAM*, *Applied Psychology*
WAHLSTROM, MERLIN W., *Curriculum*
WATSON, CICELY, *Higher Education*
WEININGER, OTTO, *Applied Psychology*
WEISER, JOHN C., *Applied Psychology*
WEISS, JOEL, *Curriculum*
WELLS, C. GORDON, *Curriculum*
WEST, W. GORDON, *Sociology in Education*
WIENER, JUDITH, *Special Education*
WILLIAMS, JOHN*, *Applied Psychology*
WILLOWS, DALE M., *Curriculum*
WILSON, ANNE KEETON, *Special Education*
WILSON, DAVID N., *Adult Education*
WINCHESTER, IAN, *Higher Education*
WINE, JERI D., *Applied Psychology*
WOLFE, RICHARD G., *Measurement, Evaluation, and Computer Applications*
WOLFGANG, AARON, *Applied Psychology*

*Associates

DEPARTMENTS' FLOOR LOCATIONS

Adult Education, *7*
Applied Psychology, *9*
Curriculum, *10*
Educational Administration, *7*
Higher Education, *9*
History and Philosophy of Education, *8*
Measurement, Evaluation,
and Computer Applications (MECA), *8*
Sociology in Education, *6*
Special Education, *6*

INQUIRIES

Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641